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ABSTRACT

The briefing and forum on children and youth services was the second public event organized by the National Commission on Libraries and Information Science under the Omnibus Children and Youth Literacy Initiative, which was endorsed at the White House Conference on Library and Information Services in 1991. This report contains transcripts of the briefing and forum and the supplemental written statements submitted by many participants. The briefing focused on the California State Library and explored what federal policy can do for California citizens. Nine representatives of the California Research Bureau and related agencies discussed the demography and economy of California as they relate to library services. A particular focus was the way California manages Library Services and Construction Act funds; it highlights the Grandparents and Books program, an intergenerational approach to services. The open forum on the second day focused on "Redefining the Federal Role." Twenty-four participants from national and local agencies and organizations described ways federal initiatives and local programs can foster improved library services. Sixteen written statements (untitled) supplement the transcribed oral presentations. Ninety-five graphs and charts summarize information about the demography and economy of California. (SLD)

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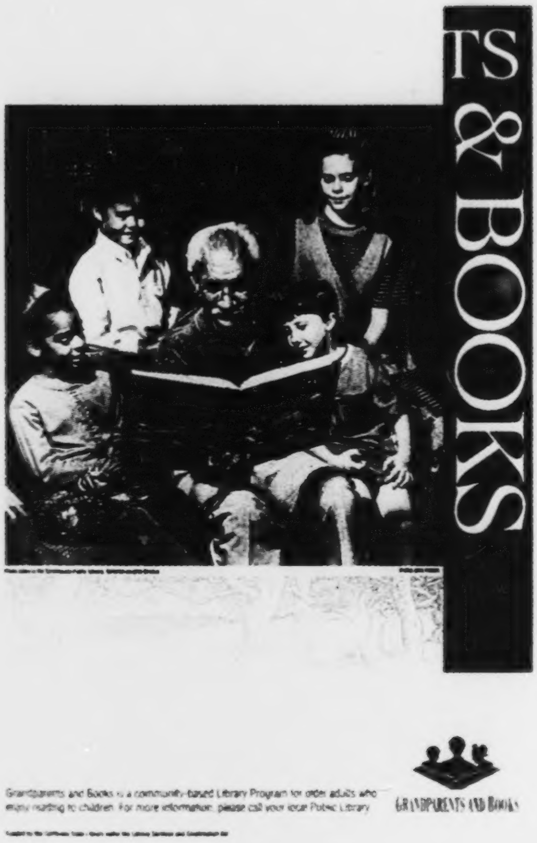
ED 375 832


TS & BOOKS
Grandparents and Books is a community-based Library Program for older adults who enjoy reading to children. For more information, please call your local Public Library
GRANDPARENTS AND BOOKS

Briefing and Open Forum on Children and Youth Services: Redefining The Federal Role For Libraries

September 1-2, 1993

The Briefing and Open Forum were hosted by the
California State Library
Sacramento, California

U.S. National Commission on Libraries and Information Science
1110 Vermont Ave., Suite 820
Washington, DC 20005-3522

IR 055 169

U. S. National Commission on Libraries and Information Science
(NCLIS)

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Wanda L. Forbes
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Ben-chieh Liu
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Kay W. Riddle
Barbara J.H. Taylor

Commissioners at the Briefing and Open Forum in Sacramento, CA

Forum Officers:
Elinor H. Swaim
Wanda L. Forbes
Daniel W. Casey

Other Attending:
Norman Kelinson
Ben-chieh Liu
Kay W. Riddle

The briefing and open forum were organized and local arrangements coordinated by California State Librarian Gary Strong and his staff, including Bessie Condos Egan, Children and Youth Services Consultant; Carole S. Talan, Family Literacy Specialist; Catherine Lewis, Administrative Assistant; and Dean Misczynski, Transitional Director, and other specialists in the California Research Bureau.

The NCLIS Commissioners and staff gratefully acknowledge the time and effort expended and the skill and commitment exhibited by the California State Library staff in the briefing and forum.

BEST COPY AVAILABLE

United States
National Commission on
Libraries and Information Science

12 January 1994

Dear Colleague:

I am pleased to provide the attached *Briefing and Open Forum on Children and Youth Services: Redefining the Federal Role for Libraries*. This publication of the U.S. National Commission on Libraries and Information Science (NCLIS) results from joint activities of the California State Library and NCLIS in Sacramento, CA on 1–2 September 1993.

The California briefing and forum on children and youth services were the second public event organized by the National Commission as a result of the Omnibus Children and Youth Literacy Initiative which received strong endorsement from delegates attending the White House Conference on Library and Information Services held in July 1991. The first regional forum was held at the Boston Public Library in May, 1993. The third was held in Des Moines, Iowa in December, 1993.

NCLIS distribution of this California briefing and open forum publication offers an opportunity to share comments, observations, and suggestions made by participants about programs, policies and plans related to library and information services for children and youth. The report contains the text of oral presentations and written testimony presented at the forum by representatives from schools, public libraries, school library media programs, community advocacy groups, civic action organizations, and students. In addition, the publication contains background material presented at a briefing prepared by the California State Library's Research Bureau.

I am pleased to share this publication. The voices and stories included here provide a clear call to address the library, literacy, and educational needs of children and youth. These are challenges that we must address together.

Sincerely,

Jeanne H. Simon

Jeanne Hurley Simon
Chairperson

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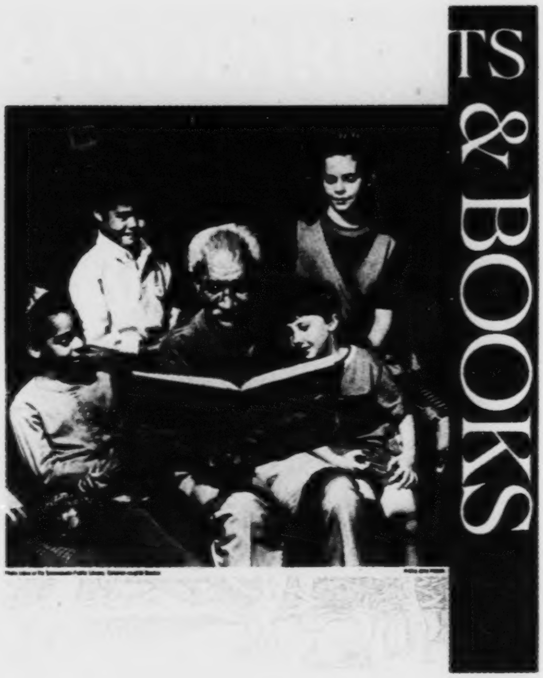
U.S. NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE



Grandparents and Books is a community-based Library Program for older adults who enjoy reading to children. For more information, please call your local Public Library.

GRANDPARENTS AND BOOKS

Briefing and Open Forum on Children and Youth Services: Redefining The Federal Role For Libraries

September 1-2, 1993

The Briefing and Open Forum were hosted by the
California State Library
Sacramento, California

The Grandparents & Books Program was funded by the California State Library under the Library Services and Construction Act

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United States
National Commission
on Libraries
and Information Science

NEWS RELEASE

1110 Vermont Avenue, NW Suite 820 Washington, D.C. 20005 202-606-9200

For immediate Release
July 15, 1993

For more information contact
Peter R. Young

NCLIS PLANS CALIFORNIA FORUM ON LIBRARY AND INFORMATION SERVICES FOR CHILDREN AND YOUTH

Washington, D.C. – The U.S. National Commission on Libraries and Information Science (NCLIS) will hold an open forum on Thursday, September 2, 1993, at the California State Library in Sacramento. The forum relates to the Omnibus Children and Youth Literacy Initiative resulting from the White House Conference on Library and Information Services (WHCLIS) held in July 1991 in Washington, D.C. In focusing on this priority WHCLIS recommendation, the forum addresses issues related to the Federal government's role in support of library, information services, and literacy programs for children and youth.

Forum participants from California and other Western states have the opportunity to give their views, reactions, suggestions, and proposals on issues related to the condition of today's children in society, including the following:

– The status of library and information services for children and youth;

– Future Federal roles in support of school library media programs and services for children and youth from public libraries;

– The role that libraries play in achieving the six National Education Goals;

– The nature of Federal support of technology in library programs for children and youth;

– How school/public library partnerships should be developed;

– How libraries can develop programs for latchkey children and young adolescents, and outreach services for youth at risk;

– The community library's role in offering parent/family education programs for early childhood services.

– more –

The U.S. National Commission on Libraries and Information Science is a permanent, independent agency of the Federal government charged with advising both Congress and the President on matters relating to national and international library and information services, policies, and plans. By hosting this forum, the Commission will provide an opportunity for elected officials, representatives from community advocacy groups and organizations, school library media centers, public libraries, educational, literacy, and information services organizations, associations, and institutions to offer comments, observations, and suggestions related to Federal roles and responsibilities for library and information services, to children and youth. The results of this and additional NCLIS regional forums will provide the Commission advice to share with Congress and the Administration in formulating future programs, policies, and plans relating to children and youth.

Parties interested in presenting oral statements (or written statements from individuals unable to be present at the forum) should notify Kim Miller or Peter R. Young at NCLIS (202 606-9200 fax 202 606-9203) by August 16, 1993. Written statements should be received at the NCLIS office by October 15, 1993. The forum may be organized in panels according to the types of organizations making statements. Observers are welcome to attend the forum, which will be held in Room 500 of the California State Library on Thursday, September 2, 1993, from 9:00 - 4:30 p.m..

United States
National Commission
on Libraries
and Information Science

NEWS RELEASE

1110 Vermont Avenue, NW Suite 820 Washington, D.C. 20005 202-606-9200

For immediate release
September 15, 1993

For more information contact
Peter R. Young

CALIFORNIA STATE LIBRARY HOSTS NCLIS FORUM ON LIBRARY AND INFORMATION SERVICES FOR CHILDREN AND YOUTH

Washington, D.C. -

> *"I feel upset, poor, and lost when I cannot find a book that I needed to read for my school work; I cannot get somebody to help me read; and the library has to be closed sometimes because no money to open it .... I am counting on your support to help keep our neighborhood library open. So please help our library as to help us children learn, grow, and become a beautiful American."*

This statement is taken from testimony provided by Lomhohn Vue, a fourth grade student at North Avenue School in Sacramento, California at an open forum held by the U.S. National Commission on Libraries and Information Science (NCLIS). The forum on library and information services for children and youth was held on September 2, 1993, at the California State Library in Sacramento.

The forum involved 19 presentations by representatives from schools, public libraries, school library media programs, associations, literacy programs, community advocacy groups, civic action organizations, and students. Comments, observations, and suggestions about the current status of library and information services for children and youth in California, the Western region, and the Pacific Northwest were offered to a panel of NCLIS Commissioners, Wanda L. Forbes, Daniel W. Casey, and NCLIS Vice-Chairman Elinor H. Swaim. Commissioners Ben-chieh Liu, Kay W. Riddle, and Norman Kelinson also participated in the forum.

The California State Library and the National Commission planned the forum. A background briefing for Commissioners was held prior to the forum. The briefing by State Librarian Gary E. Strong, members of the Research Bureau, and other California State Library staff members provided information about recent changes in California's demography, economy, and public financing which have caused crises in state and local public financing for libraries. In addition, Commissioners learned about statewide library, literacy, family, and youth-at-risk programs which address essential needs for many of the state's 30 million residents. The briefing provided specific suggestions for the inclusion of libraries in Federal programs for defense conversion, job training and retraining programs, network technology reinvestment, health care information services, family impact seminars, the newly authorized national service corps, and other cooperative service delivery programs. The Commission plans to publish the proceedings of the forum in the near future.

The California forum was the second NCLIS open forum resulting from the Omnibus Children and Youth Literacy Initiative, which received strong endorsement from delegates at the White House Conference on Library and Information Services (WHCLIS) held in July 1991 in Washington, D.C. The first forum was held at the Boston Public Library in May, 1993. A third forum is planned for the future in the Midwest. The Commission will use the results of these events as the basis for advising Congress and the Administration about future programs, policies, and plans relating to library, information services, and literacy programs to address the needs of children and youth.

The U.S. National Commission on Libraries and Information Science is a permanent, independent agency of the Federal government charged with advising both Congress and the President on matters relating to national and international library and information services, policies, and plans.

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UNITED STATES NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

BACKGROUND BRIEFING FOR OPEN FORUM

LIBRARY AND INFORMATION SERVICES FOR CHILDREN AND YOUTH: REDEFINING THE FEDERAL ROLE

CALIFORNIA STATE LIBRARY
RESEARCH BUREAU
1029 J STREET
SUITE 500
SACRAMENTO, CALIFORNIA

Wednesday, September 1, 1993

1:30 p.m.

PROCEEDINGS

--o0o--

Note: Charts and tables referred to in the presentations are printed after the text of all the presentations.

--o0o--

MR. STRONG: When Peter and I spoke– Elinor Swain joined us later at one point– a bit about the scheduling for the next couple of days, we wanted to have an opportunity to share with the Commission some of the work that the Research Bureau here at the California State Library has been doing, to give you a chance to get a briefing that is a bit broader than what might be the typical library briefing of – and I don't mean any thing derogatory or negative in putting it this way at all – 'libraries are wonderful, we do good work and you ought to support us' kinds of presentations. We'll have plenty of that tomorrow. It's appropriate and it's due.

We wanted to give you a bit of an overview of what California looks like, what some of the issues are that we are facing, and then try to suggest a number of ways that federal policy can impact what libraries can do for our citizens in California.

A very quick thumbnail sketch: We have 168 public library jurisdictions in the State of California, soon to be 170. One of the things that's happening to us as the funding is cut back is that a number of our large units of service are beginning to see local jurisdictions talking about withdrawing and creating their own administrative units of service.

In California this last year, the entire expenditure for public library services was about $500 million. Those services are provided in about 2000 outlets across the entire state, through those 170 jurisdictions.

We are in the process of gathering specific information concerning the current budget cuts. We estimate the reduction in revenue this year to be in the $125 to $150 million range. For our largest units of service that means that they can be facing cuts in excess of 25 and up to 50 percent of their service hours, their materials acquisitions, and of their direct services to the public.

The rest of the libraries in the state are facing cuts from zero to about 12 to15 percent. By mid-month, we will have data back on this year's budget levels, as well.

What we hope to balance today are the pressures, but also some of what are we attempting to do, though I don't know that we necessarily call it re-inventing government as much as we call it coping. On the up side, we have a deep commitment to recreating public library services that are responsive to the changing demographics of this state and to the changing needs of citizens, including our immigrant populations, and those newly arrived to the state.

As I mentioned at lunch, Adelia Lines serves as President of the California Library Services Board. That Board's responsibility is to oversee our resource-sharing and networking activities.

There is a lot of information with respect to other types of libraries which I'm not going to go into right now, but which parallel the story I told you on public libraries. So it's kind of more of the horror, and I don't want to concentrate on that for the day.

The other point that I would want to make is that the California Library Services Board, for some time, has had two primary objectives within its special services program. The first is our California Literacy Campaign. We have taken a strong leadership role at the state library here in terms of building a role for literacy instruction and other literacy programs. Our Families for Literacy Program, as a public library function, is in cooperation and concert with the other literacy providers in California.

Secondly, our youth-at-risk thrust, which we'll talk a little bit more about later in the day.

We want to start the briefing though, and I'm going to introduce Dean Misczynski, the Transitional Director for the Research Bureau, and ask him to carry the bulk of the first part of the presentations. Dean.

MR. MISCZYNSKI: Thank you. The plan is to spend an hour and a half not on libraries, really, but on the California context. We're going to spend about 20 minutes letting you know something about California's remarkable demographic changes, about 20 minutes on the California economy, and about 20 minutes on what the economy and the demography have done to our public financing, which has very direct implications for libraries. Then about ten minutes each on three program innovations that aren't about libraries, but we thought you might find interesting. They are defense conversion, managed health care programs and social service collaboratives. All could have ties to libraries.

I'd also like to briefly mention three technological innovations. We're going to use this computer projector. Most of us haven't done that before, so I'm afraid we're using you as an experimental audience. We'd be interested in your reactions to it.

We're going to use this laser pointer, which is really nifty. Nobody's ever used it before. One of its unique features–actually no one in the world may have used this one–is you can tell very precisely how nervous anyone is, because it magnifies the effect.

Third, my kitchen timer, which will control the timing of this event.

The first speaker is Hans Johnson, who is our non-redistricting demographer, using the Darth Vader laser beam.

MR. STRONG: The overheads are in your packet today and will be a part of what we submit as a part of the proceedings.

I should have done a housekeeping thing. This session is being recorded this afternoon. We'll be sending that in to the Commission for use as part of the proceedings if it seems fitting.

MR. JOHNSON: I've never been surrounded by so many wires and high tech paraphernalia, but we'll see how it goes.

MR. STRONG: You obviously didn't get a chair that has wheels, either.

MR. JOHNSON: To a demographer, California is an extremely dynamic and interesting place. The population of California is among the most diverse populations anywhere in the world. No other developed region of the world the size of California has sustained such tremendous population growth.

It is not just California's population growth that is so remarkable, it is also the nature and composition of that growth.

The most recent wave of immigrants to California, for example, includes thousands of people from Vietnam, Cambodia, Laos, Iran, Romania, Afghanistan, Korea, the Philippines, Mexico, Guatemala, Nicaragua, El Salvador, to name a few.

What I would like to do in this presentation, first of all, is to provide you with a brief overview of the demography of California, and secondly, to talk a little bit about the demography of California's children.

California has long been an area of phenomenal population growth. This first chart shows total population in the state from 1860 projected to the year 2000. Today California has about 32 million residents. That's about one out of every eight U.S. residents. As recently as 1950 California had only about 10 million people, or one out of every 15 United States residents.

Now to give you an idea of how improbable California's growth has been, I've projected California's population based on the trends you see here. If California continues to grow as it has been in the past, within 30 years there will be 80 million people in the state. By the year 2050, there would be over 200 million people in California, which is about as many as live in the entire country right now.

If we continue this improbable scenario further, in 300 years there would be one person for every square foot of land in California. That's every single square foot, regardless of whether it's on the top of Mt. Whitney or in the middle of the Mojave

Desert.

If we continue this even further, in another 1000 years the mass of humanity that would comprise California would be expanding into space at the speed of light.

Now, clearly no one is forecasting that California's population is going to be expanding into space at the speed of light, although for many of you, Californians living in outer space might not seem to be news.

The point here is, the growth California has experienced historically– and using very precise demographic technical jargon– is totally awesome. The growth that California has experienced cannot be continued into the future, not even over the next several decades.

Along with California's rapid population growth has come a very rapid increase of ethnic diversity in the state. This chart shows total population broken down for four different race/ethnic groups that are used by the Department of Finance.

I'd like to point out that the 'Asian and other groups' in California is over 90 percent Asian. The other groups that would be included would be Pacific Islanders, American Indians, Eskimos, and Aleuts. But in California, it's over 90 percent Asian, which is a very diverse group in and of itself.

The white population of the state, as recently as 1970, was 80 percent. By the year 2000, the projection is that California will be about 50 percent white, and in the year 2001 there will be no ethnic majority in California.

The Hispanic population will have grown from 12 percent to almost a third, about 32 percent; the Asian population, from 3 percent to almost 12 percent; and the African American population will remain at about 7 percent.

In absolute terms almost all of the recent increase in California's population can be attributed to increases in the Asian and Hispanic populations. The white population has grown only a little from 1970 to the projection for 2000. The African American population grows moderately. The Hispanic and Asian populations grow tremendously.

To better understand population growth, demographers look at what are called the components of population change. There are only three ways a population can change: through births, deaths, and migration. Natural increase is the difference between births and deaths. Migration is the difference between the number of people who move into the state versus out of the state.

There are two components of migration I'll be talking about. One is domestic migration, namely, migration to and from other states within the United States. Two is international immigration, which is immigration from foreign countries.

Before talking about the components of change shown here, I'd like to highlight a couple of points. For annual population change, you'll note that 1990 was a record year for California. We received over 800,000 new residents, and that's more than live in seven states. This is a one-year change in California. Even with the recent decline in population growth in California in 1992 we had 654,000 new residents added to the state. That's more than live in the entire City of Boston. Again, in a single year.

You'll notice that net migration is much more volatile than natural increase. Around the time of World War II, mobility was very high in the United States. People moved a lot, and a lot of them moved to California.

Again, during the '50s and '60s migration to California was very high. Most of this migration was domestic, and most from the northeast and midwest, but there were also significant numbers from the south.

In the 1960s and early 1970s there was a large decline in migration. This coincided with declines in aerospace and defense. Since the1970s, migration to California has picked up again. Much of this increase has been fueled by increases in international immigration to the state.

The recent drop in migration to California has been due to the recession. Domestically, California actually loses more people than it receives from other states, so the increase in net migration to California observed in 1992 and also1993 is due to international immigration.

In terms of natural increase, most of it is driven by changes in births. You'll see three somewhat distinct periods for natural increase and for births in California in this chart. The first were the baby-boom years, the 1950s and 1960s, a period of high fertility and high births.

Then came the baby-bust, which was a period of lower fertility and therefore lower births. Since the mid-1970s there's been a very dramatic increase in births in California, less so nationally. Demographers call this period the baby-boomlette. In California, with our much more rapid increases in births, we might call it the baby boom-boom.

Some laugh at demographer jokes; it's not too bad.

Looking at the components of population change, we can also better understand the changing ratio on ethnic diversity in California. This shows the proportion of all births that are born to different ethnic groups in the state.

You'll note that in 1970, over two-thirds of all births in California were white. By 1992, only 39 percent of the births in California were white and over 40 percent were Hispanics. 1991 was the first year since at least the Gold Rush in which Hispanic births outnumbered white births in California.

Births are a function of the age structure of the population. The more women of child-bearing age, the more births you would expect. This is called total fertility rates: the average number of children a woman will have in her lifetime.

You'll see that during the 1970s, which was the baby-bust era, total fertilities were quite low. In California as a whole, it was less than 2, around 1.7 or 1.8, which is below the replacement level of 2.1 children per woman.

By 1991, total fertility rates had risen statewide. They were around 2.5, which is well above replacement. That might not sound like a huge change, but to a demographer that's an incredibly significant change. It has very dramatic implications for the long-run population growth of the state.

Currently, Hispanic fertility rates are around 3.5 per woman, and the Asian fertility rates, which were among the lowest fertility rates of any population on earth, around 1.25 per woman, will eventually mean negative population growth. But there was a rapid increase that occurred in this period here, so that total fertility rates for Asians almost doubled, to about 2.5. Can anyone guess why this increase exists?

In California the composition of the Asian population changed dramatically, from being primarily second- and third-generation Chinese and Japanese to a large number of Southeast Asian refugees. It's not uncommon for Hmong girls to get married at the age of 13 and to eventually have eight or more children in their lifetime.

Now deaths, which of course reduce the population, are primarily white. In 1970, over 80 percent of the deaths in California were the whites. In 1990 it's still almost 80 percent. This is a product of the age composition of the population. Whites tend to be much older than any other age group.

If we look at migration, international immigrants are overwhelmingly Hispanic and Asian, about 80 percent. In California this has been true for over 20 years. Most of our international immigrants are from Latin America or Asia.

Domestically, most of the people who move to and from California are white. Although the total figures aren't shown here for this period 1985 to1990, California actually received more domestic in-migrants than domestic out-migrants. Between '85 and '90, there were actually more white people moving into the state from other states than moving out of California. It's interesting to note, because there's a lot of discussion of white-flight out of California. That didn't occur between 1985 and 1990; in fact, the only group which experienced flight out of California to other states was Hispanics.

Since1990, there has been a dramatic downturn in domestic migration, as I mentioned before, so that more people of every group are leaving California to live in other states than are coming here.

California's population is also geographically diverse. Eighty percent of the state's population lives in Southern California and the Bay Area. Almost all of the remaining 20 percent lives in the Sacramento area and the San Joaquin Valley. Huge portions of the state are rural and have very low population densities.

Turning to the demography of California's children, the first thing to note is that the population of children hasn't changed very dramatically in California compared to other groups. The 18- to 64 year-old age group, for example, has seen dramatic increases from 1970 to1990.

Since1980, there has been a slight increase in the less than 18-year-old age group, but it's still not as fast as the overall population growth rate. This is a result of the baby bust generation going through these ages.

It's interesting to note that in 1970 there were far fewer working-age people per capita compared to school-age population than there was in 1990. Demographically by age structure, the population in 1970 should have been less able to support schools and libraries, perhaps, than the population in 1990.

If we look at the population of California's children by specific age group, we see a very different pattern. The zero- to four-year-old and five- to nine-year-old age group is growing tremendously. The zero- to four-year-old age group was one of the fastest growing age groups in California between 1980 and 1990. This is a result of the baby boom-boom, if you will, in California. This age group increased by about 50 percent.

As these people age through the population and replace the smaller numbers of, older cohorts in front of them, the school-age population will increase dramatically in California and has already started to do so.

Children are much more ethnically diverse than adults in California. Over 50 percent of all children in California are nonwhite already. As I said before, that won't happen to the rest of the population until about 2001. Over one-third of all children in California speak a language other than English at home, the vast majority of them speaking Spanish, about 25 percent.

But among those who don't speak English or Spanish there are dozens, in fact hundreds, of languages that are spoken in California homes. Some of the leading languages are Japanese, German, Chinese, Vietnamese, Korean, and Tagalog, which is spoken by Filipinos.

MR. STRONG: We really don't have numbers on what the Russian immigration– Armenian, Ukrainian, and otherwise– has introduced, do we?

MR. JOHNSON: We do have some numbers. We have pretty good numbers for those who come as refugees. The data take a little bit longer to get for those who come as legal immigrants, but we do have numbers. In the last ten years there has been a shift in the refugee population in California towards Eastern Europeans and away from Southeast Asians.

Children are likelier to speak English and learn English more rapidly than do adults. In many homes in California the only person proficient in English is a child.

Children are much likelier to live in poverty than any other age group in California and in the United States. Poverty rates for California children increased dramatically between 1981 and 1984 and remained fairly high even during the economic boom of the mid- and late1980s. You see the recent upturn due to the recession. About one out of every four children in California today lives at or below the poverty level.

Poverty rates in California used to be lower for both children and adults than they were for the country. Currently, poverty rates in California are higher than they are for the rest of the country.

SPEAKER (member of audience): Could you comment on the definition of poverty rate?

MR. JOHNSON: As defined by the Census Bureau, it depends on the number of children and the number of adults in the household.

I believe for a family with one parent and two children it's around $12,000 a year, but I'm not sure about that. In California this figure means a lot less than it does in Iowa where the cost of living and the cost of housing would be much lower.

Single, female-headed households are much more likely to live in poverty than other households. Almost 30 percent of children that live in single-parent households live in poverty. But for all households, even for married-couple households, poverty rates increased between 1981 and 1991.

The increase in poverty between 1981 and 1991 cannot be attributed to changing family or household structures. Between 1980 and 1990, the percent of married-couple households remained essentially unchanged in California, and the percent of female-headed households actually declined from about 19 percent to 18 percent. The increase in poverty is due to an increase in poverty for each household type, not for changing household or family structures.

California children are less likely today to graduate from high school than they were five years ago, and they're also less likely to graduate from high school than are children in the rest of the United States.

The percent of births to single teenagers is slightly lower in California than it is in the rest of the United States, but it has increased across the country in the last five years.

This is my last slide and perhaps the most depressing: the annual violent crime arrest rate for 10- to 17- year olds. This is per 100,000 children. It increased 50 percent in the United States and in California between 1986 and 1991. In California it's now almost 700 per 100,000, which translates to almost one out of every 100 children in 1991 in California was arrested for a violent crime– homicide, rape, assault. That's in a single year, which is a very depressing way to leave you, but that's what I am going to do.

MR. MISCZYNSKI: Not necessarily. Are there questions?

SPEAKER: How about the unemployment rate among the teenagers? Do you have that?

MR. JOHNSON: I didn't look at that before I came and I don't know if Joe, our economist, knows offhand what the unemployment rate for teenagers is in California. Certainly it's very high. It would be higher than --

SPEAKER: -- the unemployment rate and education are sort of related in --

MR. JOHNSON: Right.

SPEAKER: -- economic indicators. That's why I'm asking. You have the education indicator, you have the crime indicator, but --

MR. JOHNSON: Well, certainly the poverty data would indicate that it's quite high. The household structure data that I showed you suggest that the increase in poverty and presumably the increase in crime rates couldn't necessarily be attributed to a breakdown in the family in the last ten years in California.

SPEAKER: Is the source of most of your statistics for these graphs and charts, state-based or census-based --

MR. JOHNSON: This is United States Census for California, so it's data pulled out for California. Some of the figures are inter-censual, and since the1990 census, are from the current population survey, which is also conducted by the Census Bureau.

SPEAKER: Does the State of California collect population demographic statistics?

MR. JOHNSON: It only disseminates, but the United States Census Bureau --

MR. MISCZYNSKI: The next speaker is Joe Fitz, who will talk about the state's economy, also a somewhat depressing story.

Joe, as I mentioned at lunch, is from the Commission on State Finance where he's worked for some years as a forecaster. You're on.

MR. FITZ: Thank you, Dean. What I plan to do is review the performance of the California economy during the1980s boom and take a look at what happened during the1990-91 recession for the U.S. as a whole. California is, unfortunately, still in this recession. We're in our third year of it right now, so, as Dean mentioned, this is still rather depressing news.

Then we'll take a look at the role of the defense industry in this recession as one of the major causes of the decline in jobs and finally talk a little bit about prospects for future growth.

These are the main points I'd like to try to make. California has historically grown faster than the U.S. as an economy throughout the '70s and the1980s. But right now California is mired in the worst recession we've had since World War II while the U.S. is recovering.

Defense cuts are certainly one of the significant factors causing California's problems right now. The California economy is going through an unprecedented restructuring; we're going from a less defense-oriented economy to a more civilian-oriented one.

Recovery will come eventually. We don't really see signs of it right now, but most forecasters believe sometime early next year we'll start to see some recovery in the economy.

I think we should at least keep in mind that government policies can be critical in accelerating this turnaround.

This slide shows California and U.S. nonagricultural employment growth, that is, the annual growth rate in nonagricultural employment. A couple of items are evident here. For one thing, the U.S. and California economies tend to grow very much in tandem. At least they have until very recently. We also see that California pretty much followed the national recession in '74 and '75 and in '81 and '82. We certainly paralleled the U.S. in 1990-91. What is disturbing is, if you look at '92, you see that the U.S. is recovering from the recession whereas California is still very much mired in a recession.

We also see that the growth path started to deviate from the U.S.– it used to be higher than the U.S. until the late '80s– and then parallel to the U.S.. Now it's very clearly different from the U.S. growth in employment.

The next three slides are data also included in your handout. I'm not going to go over it now, but I just wanted you to have the numbers available to you. You might want to look at it later, because I'll be showing the same thing graphically, and we can really see some of the difficulties California's facing.

This graph looks at, again, nonagricultural employment growth, with more recent data. What we have here is the 1984 to 1990 average. We see that California grew faster than the U.S. as a whole, and then during the recession, we followed the U.S. in the recession.

Right now we see the U.S. economy growing at about 2 percent on an annualized basis, employment growth at about 2 percent, whereas in California, we're still losing jobs at about 1.5 percent on an annualized basis. We have a very large gap where the U.S. employment is growing and California employment is still shrinking.

You see the same sort of story in personal income. We were growing faster than the U.S. during recovery and expansion of the 1980s, almost 1 percent faster than the U.S. But right now with the latest data we have available, California personal income is growing at a pace that's less than the U.S. as a whole.

This really becomes evident when we look at economic growth on a per capita basis. If we look at gross state product per capita and gross national product per capita on a real per capita basis, it's interesting to me that California grew at the same rate as the U.S. throughout the1980s - approximately 2.3 percent per year.

SPEAKER: So you used six years as the average?

MR. FITZ: Right, that's the expansion of the '80s, a six-year average.

We thought we had a relatively strong, vibrant economy and in a sense we did during that time, but, as Hans mentioned, with our very high population growth, we were really doing no more than keeping up with the U.S. as a whole, on a per capita basis. This is something I'm not sure a lot of people realize.

As you can tell from the chart, in 1991 the economy was the worst part of the recession and we had a real per capita GDP decline, or gross state product decline, of about 6 percent. It's a little bit better now, but we're still declining 3 percent, whereas the U.S. economy as a whole is starting to recover.

The unemployment rate saw a similar story throughout most of the '80s. We had a similar unemployment rate to the U.S. of about 6.2, 6.3 percent. As you can tell right now, there's a pretty big gap in the unemployment rates, to get to the question you raised. Right now the California unemployment rate is close to between 9 and 10 percent. That's the overall rate.

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Generally speaking, the teenage rate is usually about triple that, so it's going to be quite high. The U.S. unemployment rate is approximately 7 percent right now, and there's at least a 2 percent spread between California and the U.S., which is very high.

SPEAKER: My question is on the ethnic -- Hispanic group, teenagers -- much much higher than average?

MR. FITZ: Yes. Another indicator of the California economy is housing permit levels. Again, this shows a very dramatic decline. We averaged approximately 246,000 units per year in the '80s, and the latest data for1993 show 79,000 units. That's only about a third of what we used to see in housing permits.

One thing it shows is that it isn't just defense-related problems in the economy. Housing is very much a problem, partly because of defense, but also because of other economic problems.

Naturally, with the economy doing so poorly, we've had quite a few job losses. This shows the composition of California job losses from July of 1990 through July of 1993 when we lost approximately 600,000 jobs. As you can see, these job losses are spread out in the economy, such as the approximate 44 percent in manufacturing. I'd say approximately 55 to 60 percent are defense-related jobs directly, perhaps even more, but a conservative estimate would be around 55 percent.

But as you can see in the graph, we've had problems in other sectors besides defense, construction and trade being hit particularly hard.

Since the decline in defense spending is one of the reasons for our current economic woes, I'll spend just a few minutes talking about defense spending in California. We receive approximately 20 percent of U.S. domestic defense spending. This is in relation to our approximately 12 percent of the U.S. population. We do receive, even with the cutbacks, a proportionately higher share of defense spending.

About 75 percent of this money that comes into California is for defense contracts– firms such as Boeing and McDonnell-Douglas. 25 percent of spending is for military bases and personnel operations.

This slide shows real California defense expenditures put in 1992 dollars, just to give you some historical perspective. Defense spending peaked to approximately $60 billion in 1988 and has been declining since, so that we're at about $50 billion now in 1992. This is projected to decline to about $35 billion by 1997, which is approximately the level of the mid-70s.

Another way to look at defense spending is to look at it as a percentage of gross state product. This slide shows that in the late 1960s, we were more dependent on defense spending with Vietnam and the defense buildup, than we are today. Approximately 14 percent of the economy was defense-related back then. This declined to about 6 percent in the mid-70s and rose to about 9 percent with the defense buildup of the '80s. It didn't get back to that 14 percent because other sectors in the economy were also growing quite rapidly, particularly in the medical and business services sector.

Today we're about 6 percent a defense-related economy, similar to the1970s, and it will probably go down to about 4 percent in the next five years.

This slide shows aerospace job losses by region. Unfortunately, we don't have a real good measure for defense jobs per se. The statistics are not set up that way, so we're only looking at aerospace jobs.

For example, McDonnell-Douglas produces both commercial aircraft and defense aircraft, so an aircraft worker there wouldn't necessarily be considered in the defense industry.

What we try to do is look at what are called the aerospace industries, which are the most heavily defense-oriented industries. These would be aircraft and parts, with about 40 percent of their work in production going to defense purposes; missiles and space at about 80 percent, and what's called aerospace instruments– communications equipment– another high percentage.

So these three industries together are called the aerospace industries. If we look at the job losses in these industries we see that, from 1988 at its peak through March of 1993, we've had total job losses of 140,000 employees. Most of these job losses have been in Southern California, particularly in Los Angeles County, with 89,000. Southern California has taken approximately 80 percent of the defense cutbacks.

Another perspective on aerospace employment is looking at and comparing California to the U.S. These are slightly different points in time, so the numbers are somewhat different, but if we look again at the peak in May of 1988, California had 341,000 aerospace employees. As of May '93, we're down to 230,000. We lost 111,000 during this time period, and that was about a 33 percent decline.

This compares somewhat higher than the U.S. which, over the same time period, lost about 28 percent of its aerospace employees.

California is having is more problems because we have so many aerospace workers in this state; we started out with about a third of all U.S. aerospace workers. We have had more than a proportionate decline, but not dramatically.

It's a different story with regard to military and civilian personnel. This is 25 percent of defense spending, so it's not quite as large a piece of the whole pie, but there are significant job numbers here. In this case of California, in 1988 it had about

15 percent of all U.S. military and civilian employment on military bases.

But with the1988, 1991 and 1993 base closures, the net result showed California taking about 69 percent of the civilian and military employment cutbacks. Here we have had a proportionately greater hit than we have with commercial cutbacks, with the contracts as part of it.

Where does all this bring us in the future as to the prospects for future growth? I think most forecasters are hoping to see improvement in '94 but, unfortunately there isn't a whole lot of evidence showing an improvement in the economy. Things still look pretty weak.

The recovery envisioned is expected to be relatively modest, so we try not to be pessimistic, but what you see here is the California economy looking as though it's not going to be growing very fast anytime in the near future.

Again, with our relatively high population growth levels on a per capita basis, this means we'll probably be somewhat behind the U.S. again as far as economic growth.

Any questions?

MR. STRONG: I just want to add one comment. As many of the Commissioners may know, California State Library uses a lot of these data, and has had to request a waiver of our LSCA maintenance of effort the last three years. We have just received this year's approval to that waiver.

A lot of the data that you're seeing here today have been very, very important in defending to the Secretary of Education the reasons why we are not able to meet our maintenance and what the particular conditions are in California that lead to that. It's not just a matter of libraries singled out, hurting badly. This is the very underpinning to our entire state's economy and the issues that are surrounding it.

That last slide is very helpful because we continue to point out that California often is– you might as well hear our point of view since you're here– impacted greater with some of the national and federal policies on the cutbacks than are some of the other states.

MR. MISCZYNSKI: We'll return to that in Charlene's presentation. There was no thought of letting these folks get away without hearing that.

MR. MISCZYNSKI: Are there any other questions? We're four minutes ahead of schedule.

SPEAKER: One three-minute question: are your sources from the California State Finance--

MR. FITZ: Commission on State Finance, yes.

SPEAKER: So there is data collection about economics, jobs, housing starts and growth in the state?

MR. FITZ: Oh, yes, yes, the Department of Finance and the Employment Development Department have quite a bit of data.

SPEAKER: Is that a separate data collection stream from census data recorded from the national level, but maintaining parallel structures for measurement comparisions?

MR. FITZ: Well, some of it is related. For example, the employment data are just a part of the national effort. The construction data are from a private industry group. The defense data are the Commission on State Finance, the agency I used to work for, which has had some private contracts with an econometric forecasting firm that has some relationship with DOD. They estimate total California spending on the basis of this contract, and some of that's also publicly available by way of the contracts they do.

SPEAKER: What is the receptivity of state-based elected policy officials in accepting nonpublicly-related, non-public supported data collection efforts, like the private industry group you mentioned? Is there distrust because it doesn't come from state expenditure to collect the data?

MR. FITZ: Not to my knowledge. Everybody seems to pretty much accept the industry data. In fact, some of the national data have some assistance from some private industry groups.

MR. MISCZYNSKI: The contract is let by a state agency.

SPEAKER: And monitored by it?

MR. MISCZYNSKI: And monitored by it. In the absence of that contract we would have --

SPEAKER: No data?

MR. MISCZYNSKI: -- no data with which to go complain to the federal government that we're being hurt, and so the data are used.

MR. STRONG: Part of the reason, Peter, the state has gone to those kinds of contracting to building a state-based data is that the federal data do not give a true picture of California.

I was mentioning to you last night why we contracted separately for a survey on the National Adult Literacy Survey for California. The primary reason is applicable, in that they were not going to do any interviews of anyone who couldn't speak English.

The information we just presented to you would significantly skew California's data, and so we contracted with them to draw samples that would truly come closer to representing California's population spread.

SPEAKER: Just a question to the demographer. Your typical audience, prior to being part of the Research Bureau, was the state legislators, correct?

MR. FITZ: Primarily, yes.

SPEAKER: Has that changed?

MR. FITZ: As far as?

SPEAKER: Your current situation. You are drawn together in a multidisciplinary unit - and still advising the State Legislature in terms of state policy?

MR. FITZ: That's correct.

SPEAKER: Another question -- any time left?

MR. MISCZYNSKI: Well, you tricked me.

SPEAKER: I guess I'm questioning the charts you have there. Why lump all the six years together and show California starting at the same level as the U.S.? Normally, they're trying to show how short the business cycle was from 1990 on, and over-covering the previous very, very promising factor in California. That's really somewhat misleading --

MR. FITZ: Well, as a point of reference --

SPEAKER: -- showing this chart by combining all the previous six years together in one, as a point to start. In fact, I think California in the '70s was always higher than national average. If you deal with the early '80s, the factors were quite convincing and much higher than the United States, as a whole.

So, in terms of political persuasion, do you think a short cycle in this phenomenon would really convince that many people– from the politicians to the planning board?

MR. FITZ: My point was to show the expansion of the '80s, which we thought was more or less normal economic growth, at least until recently.

Part of it is technical in terms of the sheer number of data points. It's very difficult to go back to the '70s, and that's why I took an average.

SPEAKER: But you started from '84 to --

MR. FITZ: Right.

SPEAKER: -- which really is quite innovative in the sense that none of economists take this kind of approach. To say we started with same even stage, then we follow --

MR. FITZ: Well, I just wanted to show it in relation to the expansion.

MR. MISCZYNSKI: In all fairness, there were a number of charts that showed the years going back into the '70s. So, --

SPEAKER: I assume that these charts were done for today's presentation rather than being charts that you traditionally use?

MR. FITZ: Yes.

MR. MISCZYNSKI: Yes.

MR. STRONG: We also asked him to keep it in 20 minutes.

MR. MISCZYNSKI: I was going to stand up, but there are so many wires, I think it would be dangerous.

I'm going to spend about 15 minutes trying to give you a survey understanding of what these demographic changes and economic changes have meant for California public financing. It has meant a crisis which has gotten national publicity.

I'd like to give you at least a vague sense of how that crisis came about, how it was resolved, and of the drama and suspense that still hold the library world enthralled. There's a good deal of this not yet resolved that I'll try to make clear.

Our current crisis has had two general causes. One, this chart shows the revenue didn't come in as it was supposed to. Two, the other chart shows the projected amount of state revenue as of 1990. That's what we thought would come in, and that was a conservative guess.

The lower chart shows what's actually happened. Revenues– this has never happened before– fell in California. A most alarming thing. This was caused by the downturn in the economy, in part, but also by a certain amount of self-footshooting.

Part of the revenue on the upper stream was a half-cent sales tax, which was to expire this year. Part of it was a tax on snack foods which the voters, by initiative, repealed. We lost some money through some court cases. But in any case, we had far less money than was expected.

There are several ways to give you an idea of what the Legislature and the Governor did about that, but I think this chart kind of summarizes the overall picture. What they did in the face of continuing program growth, demand for services, demand for spending, was to maintain spending in corrections, to maintain spending at a lower level for MediCal benefits, to keep school spending at the same per pupil as before, and to dramatically cut higher education and the so-called state welfare programs.

Now, to give you a little detail about that, let's look at corrections. The state's prison population, which is the upper chart, is growing rapidly. We are now at around 100,000 inmates. That's the inmate population of the state prisons. The county jails are separate and are a like amount. Juvenile facilities are in addition to that and are a lesser amount.

As a way of understanding the future problem that's built into this, the lower chart is designed bed capacity of these prisons. You'll observe that the gap between prison population and bed capacity is increasing, which means that prisons are overcrowded by an increasing amount. Eventually the courts are going to call us on that.

The next category of spending is MediCal, and while we're looking at that, the caseload for MediCal is more or less the same as the AFDC, SSI, SSP caseload. What's happened there is that the caseload has grown enormously, starting actually before this recession started. Some part of that, principally MediCal, is illegal immigrants, which has been talked about so much recently. But most of it is the indigenous population. The lower chart, just for reference, shows the growth of the state population overall.

Demand for spending in this area continues to grow very, very rapidly. As I said, in order to balance the budget this year, the Legislature substantially reduced benefits to AFDC and for the other welfare programs.

The third category is what's labeled Prop 98, the code name for K through 12 education. The percentage growth in K-12 education is modest compared to prisons, but it's a lot of money, over 40 percent of our budget. 1.3 percent growth of 40 percent of $40-odd billion budget is a lot of money.

What we have, as implied by Hans' chart, is a fairly rapid growth in school-age population. It's tapered off a little bit in the last couple of years, but Hans' charts carry the unmistakable message that in just a few more years it's going to pick up at a rapid rate, because of that bulge in the zero to four population.

One way of summarizing the anguish and difficulty that California faces is to look at the cash balances at the end of each year. In the years before this recession started, and actually you could go a long way back into the past, California had a balanced budget. We're supposed to— the constitution implies that.

But beginning in 1988/89, the state ran serious deficits of up to $5 billion a year. That's unheard of for California. It happened for the same general reason that the federal government faced deficits, and the pain of doing the necessary cuts or of raising taxes was more than elected officials were willing to bear, so they rode it out.

We are now at the point– maybe you don't want to know this– where all of this debt financing was done by borrowing from our internal funds, and we are all borrowed out. That's part of the reason why the Legislature did a better job of balancing the budget this year.

Another kind of summary observation about the state budget is that expenditures and revenues are not just out of balance this year, or during this recession. Quite plausible forecasts, such as this one, show that, even if the recession ends, in 1993 or '94 we are still going to have expenditures far exceeding revenues in California. This imbalance is a long-term structural problem, and there is a large and ugly debate about exactly why this might be the case.

About a year ago, the Department of Finance released a three-page study which speculated it's because, in general, the ratio of taxpayers to tax receivers in this state has changed for the worse. Their study was much criticized, and methodologically it wasn't very good, but that doesn't mean that the point made is necessarily wrong. That subject must certainly be revisited in time.

The other explanation is the point that Joe alluded to, that the economic structure of the state is changing and we're losing, in a sense, the good jobs, the high paying jobs, and therefore the tax base that goes with those high paying jobs.

This state-level budget crisis translates to local government financing and, therefore, libraries, in a fairly spectacular way. The most important element in the state budget to balance is the $2.6 billion of property taxes the Legislature took that used to go to cities and counties and which shifted to schools, being a state financing responsibility. That allowed the state to take the money out of schools and spend it on other things.

To give you an idea of what the $2.6 billion means, let's first look at counties. The local finance in California is a matter of counties which mostly pay for running the state welfare programs and providing local services to county residents, the cities and the special districts. All three levels may provide library services.

This is the county chart showing where counties have gotten their money since1975. They get a little money from the sales tax, but not much, and also from this vehicle license fund, namely, car registration fees. They get a modest amount from the property tax. This is Prop 13, the great cut in the property tax.

More than half of county revenue is from so-called 'other transfers,' mostly from the state, mostly to pay for the health and welfare programs that the state requires the counties to run.

That means that the discretionary revenue that counties have for libraries, police, fire and other services, is mostly the property tax. Under the $2.6 billion cut, counties would lose half of it-- half of their discretionary revenue, and ibraries are going to face major cuts if that happens.

The Legislature complicated all of this by feeling badly about what they were doing to local governments and they invented this game, which would extend the sales tax, a half-cent element of the state sales tax, until December, and let the voters decide in November of this year whether or not to continue the half-cent sales tax.

If the voters approve that sales tax extension, then most of that county loss in property tax will be made up. If the voters turn it down, then the counties will take between a third and a half of their discretionary revenues through the property tax, and it will be gone. Libraries will be in major crisis.

Now cities are not so badly off. I wanted to give you a general sense of where counties spend their money. I'm going to show you this 1976-77 chart and then a more recent chart. There are two categories of spending that are particularly interesting. One is public assistance, where the conventional wisdom holds that counties are spending more and more of their money on public assistance, and the other is public protection.

Let's compare the 40 percent on public assistance and the 20 percent on public protection with what has happened in 1990-91. Public assistance is the same share of the revenue. Public protection has gone from 20 to 27 percent of the county budget. Most of that is not sheriffs, it's jails, and in the California system, the counties run the jails. The city police arrest the criminals in the cities and they go to the counties to be jailed. This is immensely annoying to the counties. They have struggled for years to find a way to make the cities pay for the criminals they produce, but the counties have not been able to do that.

The cities, which also run libraries, are more complicated. They have much more discretion in California to raise revenues. They get their revenue only a little from transfers. Most of their revenue is from taxes and service charges, in fairly equal quantities.

We can look at taxes and service charges more carefully. Again, you see the property tax, which is more important here. This is Prop 13 again. Property tax has slowly grown. If the voters do not approve the extension of the sales tax, cities will take a much more modest cut than counties, about $200 million, $250 million.

The other line is sales taxes, which are much more important to cities than to counties. You'll observe that there's a large, unexplained gap here which is neither property nor sales taxes. That gap is explained by what I loosely call 'exotic taxes.' These are business license taxes, a tax usually on gross business receipts within the city; utility taxes, much hated by older people, a surcharge on your monthly utility bill applied to all utility consumers; and then transient occupancy taxes, a tax on hotel beds, which, despite the name, has nothing to do with what we think of as transients.

The cities have made up about $600 million out of each of these two higher tax sources, or $1.2 billion overall. If you've followed California, you will understand that the price of that increase in taxes has been enormous. It has meant successful recalls of elected officials; it has meant people losing elections; it has meant an incredible amount of anguish for city officials. It's a trivial amount of money compared to what the $2.6 billion cut will require if the counties were to replace that money.

This is actually the last slide. I don't know whether this shows you anything very clearly except where cities spend their money, and there's no obvious pattern to the chain. I just threw it in for completeness.

That's it; that's what's happening. I did not cover special districts because there are 5000 of them, and they all have different ways of financing,. It's very tedious and confusing.

In short, libraries depend on county money and city money, and to a lesser degree special district money. All of that is hanging on this November election.

Are there questions? Yes.

SPEAKER: Will the merger of the city library and the county library in Sacramento increase the revenue for public libraries? The merger was announced today.

MR. MISCZYNSKI: It obviously depends on what the city and the county together decide to do. The odds are pretty high that they will decide to combine them and give them a little less than the total amount of money that they were giving separately.

I understand that a part of the plan is a bill before the state Legislature to allow libraries to levy benefit assessments. I should explain. To taxpayers, benefit assessments look a lot like taxes, they're on the tax bill, and they have to be paid. They're very unpleasant.

To lawyers, benefit assessments are not taxes. They're not subject to Prop 13, so they can be levied without a popular vote. If this bill passes Sacramento and a lot of other libraries in California will be experimenting with benefit assessments to raise money, that may give them more money. The merger, by itself, almost certainly will not.

Other questions?

SPEAKER: Gary mentioned to us during lunch, and I think just a moment ago, that there were 168 library countywide systems, but others have been added. What he was saying seems to be a dangerous trend in response to the financing situation which you just described.

MR. MISCZYNSKI: Not exactly. To tell you the truth, I know less about the library cases, but overall, there has been an enormous growth in special districts and in new cities in California since Prop 13, which is actually continuing a long-term trend.

The cynical, but probable, explanation is they allow people to fund things in their own neighborhood without subsidizing other neighborhoods that they find unpleasant somehow. Nobody forming a district would ever admit that, but there is a suspicion. Certainly they don't do it for reasons of economic efficiency.

SPEAKER: Actually, I think the 168, and soon to be 170, public libraries are all kinds: county, city, and the sometimes county and special district libraries. What's happening is that, if you're a city in the midst of a county library having a whole bunch of terrible cuts, you might perceive that since your economic outlook is not as bleak, you can just pull out and do a better job.

MR. MISCZYNSKI: That's part of it. It's cities starting up library services.

SPEAKER: For some reason I'm beginning to understand some of these things that are very complex, and I'm worried, because I think I'm understanding correctly.

Let me ask a real quick reaction question. What is it that county and city service agencies are doing in reference to this November election? How is it that voters are being approached about the consequences of voting in this November election for the elimination of this half-cent sales tax?

MR. MISCZYNSKI: So far, all that I've seen are the initial polls, and the polling is not particularly encouraging. Exactly how they're going to try to sell all of this, I don't know, I haven't seen a campaign yet. Have you, Gary?

MR. STRONG: I am not even picking up the drum beats, if you will, of a massive campaign strategy being developed for statewide media coverage, and it's getting awfully late.

SPEAKER: There are two months left?

MR. STRONG: A month and a half.

SPEAKER: The poll I saw showed that, when people realized that there was an extension of the half-cent sales tax, which is not obvious from the title of the initiative, they were more likely to support it than when it was couched in this other language.

MR. MISCZYNSKI: Part of the game here is that the proposition really asks, shall we extend the sales tax with the money to be earmarked for police and fire. What that means,practically, nobody knows. Obviously, money is fungible– it can be moved around.

But nonetheless, that's the language that they decided to use.

MR. STRONG: The other important factor about the financing of California libraries is that Prop 13 did away with any dedicated tax in the statutes for libraries. We had *ad valorem* tax prior to that. Now the only way a local entity can generate taxes specifically for library purposes is through some kind of parcel or other kind of special election or tax that requires a two-thirds majority for passage. It is virtually impossible to get that. We've had a few real good successes; most have gotten 50 percent or more, but most have gotten less than the two-thirds.

SPEAKER: Who's authorized to levy the special assessments? Cities and counties?

MR. MISCZYNSKI: And special districts. That's what the bill would provide, but the bill is not yet signed.

MR. STRONG: It can levy them in smaller geographic areas than an entire jurisdiction. You describe the property to be benefitted for the special assessment.

MR. MISCZYNSKI: There's a long story in this assessment stuff, but you understand the dynamic is that the Prop 13 folks dislike this whole notion enormously and are opposing it. They will try to get the Governor to veto the bill, even if the Legislature passes it, so we don't know what will happen.

Now, since we're behind, I'm sorry --

MR. STRONG: We have a tiny bit of leeway.

MR. MISCZYNSKI: We will now turn to three, in a sense, program areas where California has been doing or watching or participating in things that are not libraries, but might be of interest.

The first of those is defense conversion programs. Charlene Simmons will spend ten minutes.

MS. SIMMONS: I'd like to start off with a New Yorker cartoon, which unfortunately I can't show you on the screen, so you'll have to imagine– I'm sure most of you read the New Yorker. This is a minister in the pulpit, and what he's saying is, "And the Lord said, 'They shall gradually beat their swords into plowshares, but without unemployment.'" That is really the context in which I want to talk about defense conversion, not as an esoteric issue that relates to the missiles and hardware being produced or to the bases housed in California, but in terms of jobs.

We are really talking about kids and libraries, we're talking about parents' jobs. We are looking at the loss of some of the best jobs that we've had in the state, as we're coming to find out.

A little bit of background– this is census data from the1980s. Two-parent families in poverty are nearly twice as likely to dissolve. Unemployment and a sudden drop in income clearly diminish the financial and emotional resources available to children.

You saw how many children we have in poverty, about a fourth of our population. This sets the context for our approach to defense conversions.

Defense jobs have been high quality jobs with good wages in California. Rand Corporation did a study earlier this year and found that the gross state product from an aerospace production job is $72,000. That's 140 percent higher than the typical service job, which is $30,000. When you see unemployment statistics, one job equals another, but the jobs that we're losing are very high value-added jobs with a very high multiplier impact.

An aerospace job is worth more than two service jobs, so that when that income is gone that affects a lot more people. That's what I mean when I say it has a higher multiplier: fewer dollars in the community.

This data is from a study that was just finished by some professors at UCLA. They cross-referenced unemployment with state unemployment insurance data with tax collection data. They found that a third of the unemployed defense workers have been unemployed long-term. This is a very high percentage. Engineers and technical workers are having the most trouble finding employment, and these are among our most skilled workers.

Only a third of the laid-off aerospace workers who have not been reemployed in aerospace and defense have found jobs in California. So, two-thirds have not found jobs here and are leaving the state. The average income drop for those who have found jobs here is 33 percent.

Some more grim figures here. The U.S. is only a third of the way through expected defense cuts, although we think that the industry is now down-sized over 50 percent. They're planning ahead by down-sizing in anticipation of cuts that are coming. We actually expect more cuts next year, and it will be the worst year for us in terms of some of the major production items that are coming off the line.

This last figure comes from Senator Pryor's defense task force that recently issued a report. They estimate1000 defense jobs will disappear daily in the U.S., through fiscal year 1997. That's nationwide, not just California.

I want to talk a little bit about the program response. In 1993 the federal government, primarily Congress in the Defense Appropriation and Authorization Acts, created a number of new programs. It's pretty amazing reading the Defense Authorization Bill of 1993; it's probably the closest you'll see to industrial planning in U.S. legislation.

They created a number of new programs and appropriated $1.7 billion. That money didn't begin to get spent until about March of this year when President Clinton got it going on line. President Clinton's budget shows projections for additional funding of $5.2 billion through1997. That's a lot of money, and we're looking at that money very seriously in California to see how we can get some of it to help us.

Moving forward, there are really two types of programs in this bill. One is community and worker-adjustment services. The other is worker and community programs that primarily target assistance to displaced employees and defense-dependent communities. For instance, a defense-dependent community would be a community like Monterey which, with the closure of Fort Ord, a major Army facility, is losing 20 percent of its economic base just like that.

For these particular programs there's an average of $1.1 billion through 1997 projected.

MR. MISCZYNSKI: Can it be used for libraries?

MS. SIMMONS: Well, I'm going to talk about that a little bit. I have been thinking about whether that's possible.

The Department of Defense provides community planning grants and assistance, primarily to communities with military base closures like Monterey. Those communities have a lot to say about how military facilities are re-used, and one of the options is for education and job-training programs. Equipment and property can be transferred free to a local community for a job-training or education program.

Potentially there is some link in here for libraries, but as far as I know libraries have not really participated in these re-use efforts.

On the other hand, since we just took about 80 percent of the nation's cuts in the last round of base closures, we certainly have time now to see whether or not we can make that work for the bases that will close in the future.

The Department of Commerce offers economic transition services to communities. This includes a lot of public works money. It seems to me there is a potential there for libraries as public works, including grants and revolving loan funds from businesses.

Finally, the Department of Labor administers job-training programs for displaced workers. We're very interested in this particular program, possibly targeting libraries in some of the heavily impacted communities for the development of collections that would focus on defense jobs and on entrepreneurial training. We have very preliminary discussions underway with EDD, which is our Employment Development Department, about housing job clubs in some libraries. This has a lot of potential for expansion.

MR. STRONG: This is an area where the Commission, by making a statement to the Department of Commerce in their advising role, could be very helpful to us in getting them to look at libraries for some of these kinds of activities. If you could come sideways or from the top or whatever, at the federal level, and indicate that these would be very useful purposes for these dollars – and the libraries are already in-place for these things to continue in those impacted communities– we could get around an awful lot, although libraries aren't mentioned probably.

MS. SIMMONS: Right. The same with the Department of Labor in the job-training area.

The second major category of defense conversion programs that were enacted last year had to do with what I call the national industrial base. There are a couple of key principles here.

First of all, the Defense Department can no longer afford to support a separate industrial base, which is pretty much what happened in the '80s and earlier. There were companies that had the Defense Department as their sole customer. They didn't market, they didn't learn how to distribute goods. They focused completely on competitions for building certain kinds of defense technologies. Very few companies can afford to follow that particular business strategy anymore.

The new Department of Defense policy for the national industrial base focuses on what's called 'dual use.' A company– let's see if I can think of an example– like Aerojet in Sacramento makes quite a few different kinds of missiles and is also working with the local power utilities to create canisters for natural gas. That's one example of dual use.

There's a lot of money in these programs as you can see, almost $500 million this year and $600 million next year.

I want to summarize quickly some of the problems we're having with federal grants. Often they're for a set amount. For instance, statewide planning grants are $200,000, whether you're Rhode Island or California. We don't think that makes a whole lot of sense. One size doesn't fit all.

Matching fund requirements don't vary with the extent of economic hardship. A lot of communities have not been able to access federal funds because they can't meet the match.

Federal programs do not have a very big administrative presence in California. We only have one Department of Defense person to help all of the communities that are losing military bases.

Finally, something with which I'm sure you can identify. These programs are very complex and fragmented.

Now there's a challenge for libraries here, and this is something that the Bureau of Research and the State Library are moving forward on. At the very beginning stages of a discussion with the U.S. Department of Commerce, the State Library can be the hub of a statewide defense conversion communication system. In fact, we'll be going to San Francisco on Tuesday to talk about this some more.

We're proposing using the Internet to feed information to libraries throughout the state.

SPEAKER: Excuse me, the Department of Commerce contacts are with NTIA, is that correct?

MR. STRONG: This one happens to be on a significantly higher level.

MS. SIMMONS: This is at a very high level; this is right under Ron Brown.

This Internet system would provide a series of gateways to a wide range of information systems, job and entrepreneurial training. Potentially we're proposing that there be terminals in community libraries and that the Department of Commerce pick up the telephone costs. People could go in and find out at the library what's available in their community in terms of job training. We would have information about federal grant opportunities and procedures so communities could get this information.

This information is not easy to find. I've spent a lot of time trying to find it. We could have information about technology transfer information from our universities, from the federal labs in California. People who are interested in starting their own business could perhaps access this information through a library.

We would also set up specialized conferences to facilitate information exchanges. An example here would be all the transition coordinators for the communities throughout the state which have military bases closing. They have huge environmental problems. They have a great need to communicate regularly, with no funds to get together.

So that's the end of my presentation.

MR. MISCZYNSKI: Questions?

SPEAKER: I've wondered, since small business is the largest employer usually, what areas for small business development in the state have been worked on?

MS. SIMMONS: Well, information actually is one of the big barriers. A lot of these federal programs are being accessed by the large companies. They have lobbyists, they have the ability to pay people to put together grant applications. As you mentioned, small businesses don't have– that's part of the rationale behind the system– the small business person could go to the library. This information should be available to everybody who would like to have the Federal Register when grant proposals become immediately available. Get it out into a wider network of people.

MR. MISCZYNSKI: Another way of answering your question is the state has probably 150 different economic development programs, many of which are aimed at small business and which are spread all through state government– very disorganized.

Charlene's unit is just completing an encyclopedia of those programs. It's that thick, and very confusing. There's no simple way to answer your question, but we'd be happy to give you a copy.

SPEAKER: Question. I believe you have 48 congressmen, the largest delegation of all the states?

MR. STRONG: Fifty-two now.

MS. SIMMONS: Fifty-two.

SPEAKER: It goes up and New York goes down. That's why I'm very sensitive to it. But the point is, has your Governor or someone of high authority sat down with these 52 senators and said, "Now, look at these statistics, go and do your job"?

See, you have wonderful material, and it's good to convince the National Commission and convince your senators and representatives and other agencies of this urgency. I think the work you've done is fantastic.

MS. SIMMONS: Thank you. I would like to say that I came out with a report on this earlier this year that got a great deal of attention in Washington from our congressional delegation.

SPEAKER: Well, attention is one thing, but action is another.

MS. SIMMONS: Good point.

SPEAKER: What did they do?

MS. SIMMONS: They are organizing, which is very unusual for our delegation.

MR. STRONG: They are speaking to each other on a somewhat regular basis.

SPEAKER: You mentioned the possible role of public libraries and county library support in terms of defense conversion, retraining, et cetera. Are you also including your appointment, as we mentioned, of the diversity of state power system as partners, especially with Internet access?

MS. SIMMONS: Right, that's the whole idea of --

SPEAKER: So that the educational -retraining by the Department of Labor, as well as Commerce -

MR. STRONG: You're going to hear a presentation tomorrow from Rick Larkey who is heading the Golden State Network Proposals to ARPA on behalf of a number of the education agencies, including libraries, that are tied in with that.

MR. MISCZYNSKI: Now to switch to the second of our selected programs. California is experimenting in several different ways with holding down the costs of public health care programs. One important experiment is with managed health care, and Barbara Devine is going to tell you about that. Marsha, I'm sorry. Who is Margaret? I told you, I have trouble remembering names.

MS. DEVINE: Thank you, Dean, for that illustrious introduction.

MS. DEVINE: I'm going to be telling the story of California's plan to expand managed care for MediCal enrollees, and I don't necessarily call this a solution. I like Gary's word of 'coping' and Dean's words 'with the anguish.'

Publicly funded health care in California is one of the areas in which the state's general economic condition and fiscal troubles have been felt acutely. MediCal, California's Medicaid program, serves millions of California's children. It is poised to implement a sweeping change in the way it does business. It will affect primarily its youngest beneficiaries.

MediCal is a joint federal/state partnership that provides medical assistance to low-income children and families and to the disabled, blind and elderly. The federal government provides matching funds to state general funds to help pay for a wide range of medical services, such as hospitalizations, doctor and clinic visits, and prescription drugs.

It also pays for long-term care provided in nursing homes and in institutions for the developmentally disabled. It also helps pay for Medicare premium payments for qualified individuals.

Expenditures for MediCal, like many other state programs, have climbed steadily over the years. Between 1980 and 1992, MediCal expenditures have tripled. In various analyses, such as those by the Kaiser Commission on the future of Medicaid, and by the California Legislative Analyst's Office, various factors for the growth of spending were cited, including federal requirements to expand eligibility to more people, including low-income pregnant women and newly legalized and undocumented workers, court cases that have mandated higher payments to physicians and hospitals, inflation of medical costs in general, which goes along happily regardless of any recession, and increases in enrollment.

In California we can see that MediCal enrollment certainly has grown, particularly in eligibility categories covering low-income children and families shown by the uppermost line. But although children and families account for the biggest jump in enrollment, costs for providing care to the disabled, elderly and blind account for the biggest jump in expenditures for the same time period as shown by the three uppermost lines.

The flat line along the bottom shows that actually the average monthly payments for children and families have changed very little over the time period.

This chart shows it a little more dramatically in sort of a cross-section for one year. The three bars on the right show the average monthly payments for MediCal users in categories to cover low-income children and families. The rest of the bars show the payments for blind, elderly and disabled.

The main reason for the discrepancy between the payments is that low-income children and families tend to be heavy users of primary care services, doctors' office visits, whereas the disabled, blind and aged 64 typically use long-term care and acute-care services which are much more expensive and also very susceptible to medical cost inflation.

In an effort to contain costs and almost exclusively the costs of providing care to low-income children and families, California will expand a program that has been in existence for a number of years on a relatively small scale, and which uses a mechanism called 'managed care.'

Managed care is an organized system of health care where primary care is emphasized and payments are made on a fixed per-person basis as opposed to the existing payment arrangement that pays hospitals, doctors and other health-care providers based on each service provided.

For example, a managed care plan might contract with the state to provide care to ten patients per year at a cost of $10 per year per patient for a total annual contract amount of $100. This is regardless of the number of services or the intensity of services that actually might be needed by the people enrolled in the plan.

Legislation passed in 1991 gave the state the authority to expand its managed care plans in 13 counties, including Los Angeles County.

In these counties, enrollees will choose between two health plans: One, a locally developed county plan, is expected to serve roughly 20 percent of MediCal managed care enrollees. Two, a state-selected commercial health maintenance organization, or HMO, is expected to serve the other 80 percent of the enrollees.

By the end of the implementation period there will be no more fee-for-service MediCal. Physicians and hospitals wanting to serve MediCal patients must be part of a managed care network and MediCal patients must go only to network providers.

MediCal managed care will be mandatory for families receiving Aid to Families with Dependent Children and for medically indigent children. Enrollment will be optional for elderly, disabled, and blind beneficiaries.

By the end of 1995, enrollment in managed care is expected to go from the existing 600,000 to 3.3 million children and families in California.

The hope of managed care's cost-cutting success rests on the experience of existing voluntary prepaid MediCal health plans. In 1991 the average cost per user per month, under the traditional fee for service arrangement, was $165. For the same time period, the average cost per user from under prepaid health plans was $83.

The outcome of rapid expansion of managed care, in which the plans must serve all low-income children and families eligible for MediCal where they don't have a choice to pick only the healthiest patients, regardless of health status, is more uncertain.

Recently a health maintenance organization that serves 100,000 MediCal beneficiaries requested a rate increase, in part because the company claimed that it was losing over $19 million annually in providing services to MediCal enrollees.

These are mainstream plans that also serve patients like you and me, that are non MediCal patients.

In anticipating an expansion of MediCal managed care, however, we must consider its potential benefits. Many MediCal patients have difficulty finding health care providers willing to serve them, because of MediCal's relatively low fee-for-service reimbursement rates. With managed care providers agreeing to serve them ahead of time, the access could actually improve.

The fixed per-person payment may enable managed care plans to moderate costs more successfully than can the state under fee for service reimbursement. Because of the potential for improved access, along with plans that we'll be emphasizing for Medicare, inappropriate use of emergency rooms and preventable hospitalizations may be reduced. Greater accountability and evaluation of services are possible through more opportunities to review the appropriateness of care that's been provided.

But there are pitfalls. Measures of quality have not yet been clarified, and there is certainly the incentive there for commercial plans to contain costs, perhaps even at the expense of quality.

Continuity of care could be disrupted as MediCal patients may be required to switch from their customary care, if not provided through the managed care provider network, to managed care providers. This is particularly troublesome if providers, doctors and community-based clinics that traditionally provided care to diverse racial, ethnic and cultural groups are unable to join a managed care network.

Of course, as with any HMO, the right to choose providers is limited. I've had a nice introduction, thanks to Dean and some of the other speakers, about the woes of county funding. The shift in state funds to these largely commercial MediCal managed care plans could actually erode the financial viability of county health service systems, such as those provided in public county hospitals and community-based clinics.

The county health network relies on MediCal revenue, which helps pay for, in part, the cost of providing care to the medically indigent, those without any health insurance coverage whatsoever. The shift of MediCal funds to commercial HMOs could seriously impair the local health providers' ability to maintain levels of services to the poor.

Furthermore, the managed care expansion plan relies on, as I said earlier, 20 percent of the MediCal managed care enrollees' being part of a local managed care network, which means essentially county-run. The likelihood that it will ultimately succeed is in doubt when counties are already undergoing problems with their financial viability, as well as the shift from county health networks of MediCal funds to commercial providers.

Then finally the future of special children health services, such as those that provide disability screening, prevention, and treatment is uncertain under managed care.

Because commercial mainstream HMOs will serve at least 80 percent of the MediCal managed care enrollees, an underlying policy question emerges concerning the consequence of directing state funds from traditional community-based county health care systems to private entities, particularly as it affects low income children and families.

Can the goals of cost-cutting, quality and access to care be fairly and appropriately balanced through managed care, particularly when the state's plan focuses on AFDC-linked beneficiaries, already among the lowest cost group served by MediCal? The experience of millions of California's low-income children and families as they seek health care will help us answer these questions.

Speaking of questions?

MR. MISCZYNSKI: Just to make a connection, one of the reasons that we included this is that some of the libraries in the state have been experimenting with programs done in conjunction with health clinics. One of the messages is that those health clinics may be casualties of this shift to managed care.

SPEAKER: Has this report been turned over to President Clinton in preparation of the federal health care proposal he's preparing? Have they had the benefit of your research?

MR. MISCZYNSKI: No, we haven't tried to do that yet.

SPEAKER: But you have a body of research here that perhaps should be shared.

MS. DEVINE: Well, managed care has been a component of health care, health maintenance organizations, for decades, and managed care works very well. it has a strong track record when we're dealing with primary health care services, doctor visits, immunizations, well-baby kinds of things, kids' checkups.

Its future is more uncertain, particularly as we start moving, and apparently the state's ultimate intention is to enroll as many MediCal beneficiaries as possible, including the disabled, blind and elderly, where the managed care mechanism is more uncertain as to its success. Primarily, it would be successful in organizing the care, getting people to doctors, and improving access, emphasizing preventive care. It doesn't do that much good when you're talking about institutional care.

SPEAKER: Thank you.

MS. DEVINE: Incidentally, to the information hounds out there, a real critical component of the success of the MediCal expansion and managed care is in information systems, which are in disarray throughout the state on health care in general.

In particular they'll need good data collection and reporting in terms of whether or not this plan really saves money, and critical in evaluating health outcomes to insure that the quality of care is maintained.

MR. MISCZYNSKI: Thank you, very much.

MR. STRONG: Tomorrow you will also have a presentation on the Begin at the Beginning program, which has just won national awards, and looks at linking libraries and health care center information systems for children, prenatal and infant care.

SPEAKER: A question about that last point. The Research Bureau uses standard sources at present. Is it in the plan that the Research Bureau will collect data?

MR. STRONG: We are in discussion with the State Department of Health. Possibly. We may assist, and we're looking at respective roles there. One of the things that we see as our objective in the Bureau is to be able to better identify and inventory data sources. I don't think it's often the issue of collecting data. We collect it real good all over the place. I think our dilemma, truly, is knowing that it's being collected, where it is, how to access it, and how to put it together so that policy decisions can be made. We do real good at collecting stuff.

Is that fair, Marsha, since you were a part of that?

MS. DEVINE: I'd say that's more than fair, Gary.

MR. STRONG: We're looking more so at what role we can play to make sure that the data are actually available and being used for public decision-making.

SPEAKER: It's not for nothing that you're including the word 'research' rather than reference or analysis?

MR. STRONG: Absolutely. It's very purposeful.

MR. MISCZYNSKI: The third of our special program presentations is about social service collaboratives, which isn't enormous in terms of sheer scale, but it is a very interesting alternative which might include libraries and which has a great deal of possibility for extension in the future.

(Brief recess.)

MR. MISCZYNSKI: Picking up the beat without missing anything, David Illig will talk about what's happening to social service collaboratives.

MR. ILLIG: As Dean indicated, my comments will be largely concerned with a group of experiments that are called large-scale collaborative efforts to help multi-problem families.

These experiments have arisen out of a set of coping strategies that have evolved at the local level, primarily at the county level, but also within school districts, as efforts to deal with part of the severe funding crisis that relates to delivery of social services, particularly to low-income families. As you saw from the demography charts, that also includes a lot of children in the State of California.

There are four main points that I'd like to make. The first is that these collaboratives are very nontraditional in terms of their service delivery mechanisms, and I'll deal with that more in just a moment. They're also focused on the family and on prevention, as opposed to individuals and crisis intervention, as a primary focus.

Further, they're large scale, meaning that they involve participation by a significant number of service providers from all parts of local government. Finally, they try to take a business approach to their operation, and I'll describe that in greater detail later as well.

Now, the traditional approach to service delivery is something that I think many of you probably will recognize. It generally involves multiple applications. A person applying for AFDC and food stamps will go to one location and have to deal with at least two sets of application forms. If they're also applying for low-income housing, they'll have to go to a second location to deal with the housing authority, and perhaps a third location to deal with low-income energy programs. Perhaps a fourth location to deal with mental health services, and perhaps a fifth location to deal with any other kinds of services they might have to use.

This leads to a second problem with the traditional approach because, typically, the service locations are not coordinated. The welfare office may be in one part of the city, the welfare work program office may be in another part of the city, the housing authority may be in yet a third location. This creates problems for the participant trying to find out information about the programs, not to mention getting to and from the various locations.

There's little information-sharing in the traditional service delivery programs. I'm primarily referring to social service delivery programs, and this comes about both for legal, institutional and cultural reasons.

The legal restrictions have to do with confidentiality within the child protective services and not being allowed to reveal the provider or share their cases with mental health workers or school district personnel, or perhaps with probation departments, even when information-sharing may make sense from the standpoint of dealing with family problems.

There's also a cultural issue at stake here and that has to do with the evolution of bureaucracies. Most of these programs evolve separately and have separate funding streams, separate organizational structures, and so on. They have little reason to communicate with each other in the traditional environment because they're dealing with narrowly focused programs, separate budgeting processes, separate funding streams, so in the past they have never had to coordinate. That is creating cultural differences that prevent information-sharing.

In most cases there's insufficient and/or overlapping case management. For example, in the state's welfare to work program there is case management that's job related. In child protective services there's case management that's related to either the abuse or the neglect charges waged against a family. There may or may not be mental health caseworkers. There may or may not be drug and alcohol program caseworkers. If there are, they're each dealing with that narrowly scoped program and typically in isolation from other case managers that might be working with the same family. Consequently, resource use is, at best, inefficient and information exchange is clearly incomplete.

Generally there's little, if any, outcome-based accountability. These programs are budgeted based on need for doctors, need for resources, need for inputs, or ability to process "x" number of people, or "y" number of cases.

What happens to those folks when they go through the system is seldom a primary concern. Is their life made better? Are they better able to cope with whatever problem? Are the children better able to remain in the classroom and learn? These kinds of outcomes are seldom used as a primary form of accountability in the traditional service delivery systems.

Finally, restricted funding or categorical funding for these programs is generally at root for why these programs have evolved the way they have. The funding is for specific problems and it's prevented by state or federal law from being used for other purposes. Consequently, these bureaucracies, these allocation strategies arise essentially to drive the funding streams.

On the other hand, these new kinds of large-scale collaboratives try to focus on the family and prevention, and they do this by trying to identify underlying causes of problems regardless of additional symptoms.

For example, a child comes into a counselor's office in a school and is acting out in the classroom. Rather than just trying to deal with that acting-out in isolation, they attempt to find out whether or not there are other family problems that are causing that acting-out, and then attempt to go after some solution, or at least some remediation of that family problem that may have longer term, positive outcomes for the child.

The same thing holds true in other efforts that form these collaboratives.

There are significant efforts to train personnel to identify programs early, and this is done by cross-training the various personnel to participate in the collaborative so that they're familiar with each other's programs, how they operate, and what the gateways are to using those programs. In the case of eligibility workers, when a family comes in the door and requests services, if the staff member sees that there might be problems with the family in terms of relating to each other, or if there might be an alcohol or drug program, they might refer them to services at that point rather than waiting until some family crisis occurs and then have the referral take place.

They also try to target preventative services. In other words, they try to deal with the family as a unit before it becomes such a severe crisis that it makes it very difficult to resolve the family's problems in a positive way.

These collaboratives also combine a wide range of services, and this is probably the crucial thing because, historically, we've seen collaboratives, even back into the last century. Early in this century, public health services have worked with the school districts for very specific problems. For example, getting kids to practice better dental hygiene, disease prevention collaboratives, things of that nature, but they're typically narrowly focused and with a very limited term.

These kinds of collaboratives coordinate applications and eligibility requirements by cross-training eligibility workers so that they can provide an eligible family with all services at a single location. They will include public sector social and health services, because some of the collaboratives that I've seen also include finding dental resources in the community and bringing them to the collaborative, finding community clinics and other services, or MediCal providers in the community that will help the participants in the collaborative. This would include drug and alcohol programs, typically mental health, other kinds of counseling services, child protective services, and so on.

They also include employment services in one way or another. There are numerous employment service programs in which low-income people can participate, though not coordinated very well. By bringing at least the counselors for these programs to the collaborative site, they can better provide access to employment services for the low-income participants.

They also include school-based services. There's a very practical reason for this: the children of these low-income families typically are in school for a good period of time. Teachers, counselors and administrators see these children a lot and are able to identify problems in that environment very readily. In fact, many of these collaborative efforts that I've seen do exist on school sites, right in the administration wing or in another building on the campus. Others exist in the communities, but they're always linked, in some one way or another, to the schools.

Community-based organizations are somewhat nontraditional participants in this kind of collaborative activity. Community-based organizations typically are private, non-profit organizations funded by a range of grants and other kinds of funding sources. These grants can come from state, local, or federal government grants. They can come from charities, they can come from foundations and sometimes they're revenue producing organizations on their own. They generally exist in these low-income communities and they talk with public social service agencies, but they don't always work together with them. Bringing them directly into the collaborative allows the use of those resources that are more effective in a direct manner.

Municipal services are also relatively nontraditional participants in collaborative activities. The kinds of things we're talking about here would be, for example, building inspectors. Forming links with the building inspection office so that you can go down and get the recalcitrant landlord to make repairs on their property. Or to build links with the water department so you can get broken water mains fixed, or streets repaired, things of that nature, not typically found in some of the old style, more narrowly focused, social service delivery systems.

SPEAKER: And libraries?

MR. ILLIG: Well, I'm going to talk about libraries in a moment. Actually, the collaboratives that I've seen have not included libraries, although I understand there are some people later who will talk about some of those collaboratives that have.

Police and probation services, again a lot of these areas are fairly heavily crime impacted areas, and by bringing police or probation services in on a preventative basis, it has, in some instances, significantly improved the crime in these communities. Also, police are seen in a relatively nonthreatening environment through community-based policing operations.

Business approach to operations. This is one of the more distinct ways in which these large-scale collaboratives act differently from traditional social service delivery systems. The participants from all these various organizations work collaboratively; they come together with the distinct purpose of forming links and finding ways to work together, and giving up ownership of their particular piece of the social service pie for the good of the collective. It's really that simple.

They learn to talk together and work to mesh their various disparate cultures so that they can form better partnerships. They typically include customer-driven planning processes so that they have a mission they're attempting to accomplish, goals that they're attempting to achieve, and they have accountability established.

But the customer-driven part of it is really crucial. They form advisory committees that include members of the community they're attempting to serve. They also do things such as customer surveys so they can find out where there are problems and where they can improve services that are not being provided. They use that to better their outcomes.

They target services to priority groups. This is, in a part, necessary because of the extreme funding constraints that many of these organizations are under. A lot of these large-scale collaboratives use fairly intense interventions, and in the short term, that's fairly expensive. You can't serve everybody, so they try to identify the most at-risk population that they can target services where they'll do the most good. That's fairly unusual in the traditional kind of service delivery system.

They use outcome-based accountability, rather than worrying about inputs to the process. They worry about whether or not people's lives are improved by what they're doing. If they're not, they make adjustments in the kinds of activities that they're pursuing and use that as a basis for accountability.

They cross-train workers, which is really crucial. A lot of these workers are the front line case managers and they have better understanding of where the different programs interact. These workers can then better direct or refer their people to the specific services that are necessary. They collate these services to make it easier for participants in these collaboratives to find services.

Finally, they use consistent case management, and more importantly, follow-up. They identify a primary case manager for every client who comes into the collaborative and then that case manager works with the other social service agencies to identify the mix of services necessary. They also check on these people to make sure that they are going to their counseling sessions, that they are participating in the drug and alcohol programs, that they are obtaining the training that they need, and so on.

I think these are the features about large-scale collaboratives that make them different from the traditional social service delivery.

Even though a lot of these programs were locally created, and in a sense evolved out of local needs, the state has attempted to provide funding in any way that it can, in spite of the severe budget crisis it now faces.

One of the ways they've done this is through Healthy Start grants, which is a $20 million program to provide planning and implementation grants to school site-linked collaboratives of this kind. They give up to $400,000 over a three-year period for implementation of 84 projects.

Early Mental Health grants is a program that's also in the range of $20 million, and that's to provide mental health and other counseling to K to third grade students. These moneys can be used in conjunction with these collaborative efforts, but the idea is to provide additional counseling to help in the early transition of students from a lot of these preschool and Headstart programs.

MediCal provider status for schools is really a matter of encouraging schools to apply to MediCal so that it will pay for certain mental health and nursing and other kinds of administrative costs that they incur for schools in heavily low-income-impacted areas. This frees up a significant amount of money -- it's estimated in the neighborhood of $40 million -- that, through agreement with the Governor and the Legislature, would be returned to use for collaborative services within the schools where these MediCal provider statuses are obtained.

GAIN funding increases. The GAIN is the state's welfare to work program. The state budget includes significant funding increases so that more adults in AFDC families can obtain education and training to find employment and eventually become more self-sufficient.

Cal Learn is a program that the state has started funding for teen parents who are on AFDC and who have not completed high school. This provides a series of financial incentives– case management, child care, transportation services– to these teen parents to encourage them to complete school. That's a several million dollar program.

The charter schools program really has no funding attached to it, but allows schools to apply for waivers from state education code requirements to generate innovative, unique, and more flexible delivery of education services in their communities, which may help them be part of these collaboratives, or at least better educate students in low-income districts.

And finally, the role of libraries in collaboratives. Clearly, libraries provide literacy programs; these could be linked to collaboratives. In some instances, I think they are. I have not seen any specific cases where that's been the situation.

Latchkey programs could be linked to these collaboratives. Libraries might consider co-locating with schools or other municipal centers for better visibility, for sharing of facilities, for generating links to other kinds of services that they might provide. Similarly, with arts or recreation centers.

I know that some of this is occurring. Again, I don't know how extensive it is, but they are at least areas where libraries can participate.

I'm sorry I rushed through this. I felt that in cleanup I should be as quick as possible, given we're running long on time.

If there are any questions, I'd be happy to answer them.

SPEAKER: How widespread is this program?

MR. ILLIG: Actually it's not a program. It's something that's being generated by counties and by school districts. You can see it in almost every locality around the state. Sacramento County is a very good example where they have a number of collaboratives with school sites in various school districts in the county.

They have an experiment that they're doing in a public housing project here, about a mile from where we're sitting right now, and another which is a community-based collaborative in the north part of the City of Sacramento.

This is true all over the state. The Healthy Start grants were originally funded at 100 school sites for a cluster of schools that wanted to come together as a group to create these things. The anticipation is that they can find additional funding and actually move beyond that. The preliminary results, although the evaluations haven't been completed, have been pretty encouraging.

It's actually pretty widespread, but it's no single program. It's just more a grassroots, almost a Phoenix-like thing that's been coming up from the local level.

SPEAKER: They still are separately funded agencies?

MR. ILLIG: School districts are separately funded agencies, that's correct, as are counties, as are cities, as are many of the social service organizations. It's a combination of federal, state and local funds, typically, and it's finding ways of combining these activities and funds where possible, to allow these things to occur.

It's really more the desire and the will to do it, more than state law that's generating it.

SPEAKER: I just want to suggest that another role for libraries is that of gathering the information about community resources and programs and disseminating that information. A lot of libraries are doing that now.

MR. ILLIG: Yes, I'm aware they are doing that, and I know that they have been providing services for career search services and things of that nature. But I don't know the degree to which they've been working in conjunction with these other local agencies. I understand there is some of that, but I don't know how extensive.

SPEAKER: Has anyone reported or documented the cost-effectiveness of this type of program?

MR. ILLIG: A lot of these programs are so new that they haven't been evaluated on a cost-effectiveness basis. By the way, this is not unique to California. You're seeing islands of this kind of activity all around the country. Foundations have been funding some projects for a number of years, but there have not been many evaluations to this point. The cost-benefit analyses are few and far between. Formal cost-benefit analyses, right.

SPEAKER: I see, and this is a centralization project that tries to capitalize on the so-called economy of scale--

MR. ILLIG: Well, to some extent, but a lot of these things are very community oriented. We're talking about a single housing project or an elementary school site, and things of that sort. They're not very large areas for the most part.

SPEAKER: Quality versus efficiency: do you see a role for the federal government as an inducer, a spur or catalyst in these collaborative efforts?

MR. ILLIG: The federal government historically has participated from time to time in efforts to generate these kinds of collaboratives, but the top-down efforts have generally not succeeded.

The place where the federal government probably could offer the most support would be to decategorize many of the funds that they provide to state and local governments, freeing them up so that they can be used more flexibly, rather than trying to force these kinds of activities.

The difficulty is that each community is unique and forming a collaborative is unique to that particular experience. You won't see the same mix of services in every community in the same way in which they interact, and it's very hard to impose a model in a setup like that. It's really very hard to identify a single model.

MR. STRONG: I think most relevant for our issues, Peter, may be that oftentimes, particularly in the social services arena, libraries are not mentioned as potential collaborators and so therefore are not included. One role, again, that the Commission might play is insuring that these agencies at the federal level understand that libraries have potential roles in things such as these collaboratives. An appropriate expenditure of dollars for a library, as much as any other kind of provider or member in the collaborative for those expenditures to be made, is where they can lend the most help.

Years ago when we were dealing with aging programs, area agencies on aging were reluctant to give any money to libraries because the law didn't specifically say you could. It also didn't say you couldn't, but it took Bessie Moore to go in and pound on Claude Pepper to get libraries into it. That's the kind of thing we're talking about here, trying to raise the awareness today.

MR. ILLIG: In desperation, counties and these other agencies, even areas' community aging agencies, are seeking out ways to work together and find those more inclusive solutions rather than exclusive solutions.

MR. STRONG: We're tending- off the record- more and more to say we're going to do it California's way, because we've got to use every ounce of our resources that we've got. In order to do that we're going to have to bend or push the edges of the envelope a little bit.

SPEAKER: There's a little bit of a cross-cutting thing I have in my head right now. You're really trying to pull collaborative service delivery organizations together in multiple sectors and levels for customization of service to the individual recipient or recipients.

MR. STRONG: On a family basis.

SPEAKER: On a family unit basis --

MR. ILLIG: In the sense of a package of services customized for that family's needs, I think would be a way to describe it.

SPEAKER: But looking at the federal level, we're talking about some categorical grant programs that have existed for 30, 40 years, and which are "Here, Rhode Island, here's your $30 million;" "Here, California, your $30 million." That's not customization.

So you're working against a federal trend that is -

MR. STRONG: We're asking for some of your help.

(Laughter.)

MR. STRONG: The issue that Charlene raised earlier, and part of what we're trying to get across, is why it's so important that LSCA remain state-based.

SPEAKER: Yes, yes.

MR. STRONG: It is a very good model that could be used with the federal government. We receive and administer LSCA funds in this state very differently from any other state in the country, and that's not bad. It could be used as a model for some of these other kinds of things with some library payoffs connected to it.

SPEAKER: Interesting idea of maintaining state basis for state discretion of categorical grants from federal government to libraries, but also infiltrating libraries into other federal programs for customized state -

MR. STRONG: Where information and community-based services are crucial, because there's already that dissemination base available in every community, at least today. We fight the other wolves at another point in time. We're going to move to –

MR. MISCZYNSKI: Yes. Finally, we thought it might be of some interest to you to hear just a few minutes about a program that we're experimenting with that is sort of fun, called the family impact seminars. Charlene has been leading that.

MS. SIMMONS: Right. In fact, David is a perfect lead-in. This is a very innovative program. It's family centered, as opposed to a categorical approach, and it's very entrepreneurial in the sense that we are seeking almost completely foundation funding to run this.

I'd actually like to acknowledge Senator Hart, who was here earlier, his staffer Ellen Dektar, who is sitting back here and has been working with me on this. We have just submitted grant applications for $200,000 to two foundations yesterday. So, you're just hearing the most recent thing we're doing.

This particular program is California Family Impact Seminar. It's modeled after a federal program called the family impact seminar series. Now when I say federal, I don't mean federal government. It's in Washington, but it's a private organization and co-housed in an association right now. They originally started at Georgetown University, before moving to American University. They put on seminars for executive branch and congressional staff. The seminars are all completely foundation-funded, and they have very bluechip funding.

They have received Ford Foundation and Annie P. Casey moneys to replicate their model in states. They started with Pennsylvania. There was a two-year pilot project there that's just finishing. They also got $200,000 from the Pew Charitable Trusts to replicate it there.

The State Library Foundation, the State Library and the Research Bureau are working together on this.

Now, the seminars have particular goals, and I think in the context of California politics, we still have a divided government. We have a Republican Governor and a Democratic Legislature, and I'm sure you're familiar with the gridlock issues. We deal with those in family policy issues.

One of the goals of the seminars is to provide policymakers with access to the most recent academic policy and social science experts who would bring people in from around the country, who are really knowledgeable with what's going on. It would also provide a nonpartisan forum for important policy issues.

When we've talked with some of the key executive branch and legislative people about this, they are just delighted. They're tired of adversarial conversations and a two-minute committee hearing, or a 30-second sound-bite on the news.

Following David's theme, the idea is to encourage family-centered policy-making, not in a categorical sense, but from the family as a whole. You have a problem with a child, but the problem of the child may well be related to a problem in the family.

The final goal is to provide some feedback to the academic community from the policy world. Those are the kinds of areas we need to research. Legislators are constantly asking for data, and they want studies to try to figure out what in the world is going on so they address it.

The academic community is kind of working on its own trying to figure out what they should be researching, and there's not all that much meeting of minds sometimes.

The format of this seminar is four or five seminars yearly on these topics. We've put together a steering committee that will actually give us input on what the topics will be. As I mentioned, these are key people and we're just delighted at the quality of the steering committee we've put together.

Each seminar is two hours long. The first hour focuses on presentations given by experts brought in from around the country. The second hour is questions and answers from the audience. There's also an in-depth background book that goes with each seminar and we will disseminate that through the state library system as we do all of our reports here at the Bureau.

That pretty much summarizes it. It's an innovative project that we're working on and have great hopes for.

SPEAKER: Do you have any trouble getting in to attend these seminars?

MS. SIMMONS: Well, we haven't got the money yet. We just put in our applications yesterday. We haven't had one. We'll have our first steering committee meeting next month, but we have almost all the key people on our steering committee. So if they come, the people in the policy areas will have to come or they won't be players.

MR. MISCZYNSKI: If you meant legislators, would they come?

SPEAKER: Yes, I do.

MR. MISCZYNSKI: We did one experiment with some people at the Rand Institute, who had done a rather careful study of the cutbacks in defense and how they were affecting businesses in Southern California. They came up, and we, given the caste system in the Capitol, decided we had to do this in two parts. A seminar for members, and a seminar for everybody else in the world.

Both were very well attended. We had, what was –

MS. SIMMONS: Twenty-three members attended. We only have 120 members, and many of them were senior members.

MR. MISCZYNSKI: For both parties and both Houses.

MS. SIMMONS: They asked questions --

MR. STRONG: For the whole time.

MS. SIMMONS: -- and they didn't leave early.

MR. MISCZYNSKI: So there was interest.

MR. STRONG: I think the issue in terms of the Bureau and what we're trying to do is to create nonpartisan forum for policy discussion in whatever we do, and that we do it based on very sound information, on very sound methodological research. Putting forward policy options, not opinions. That's hard for some of us. It is their responsibility to actually make the choices and if we do our jobs well here by putting those options out, certainly the experience in the defense conversion arena has been very sound. Individuals from both sides of the aisle, multiple directions and attitudes, have drawn from the work that the Bureau has done to introduce their own particular version of whatever, and then let the legislative process take its direction.

MR. MISCZYNSKI: I would like to acknowledge Kirk Knutsen's --

MR. STRONG: I was about to do that, but you do it.

MR. MISCZYNSKI: – wonderful work. He did all the graphics in this brave experiment. Kirk is actually our higher education --

(Applause.)

MR. MISCZYNSKI: He has recently written a report which is an analysis of why higher education costs so much and why its costs are increasing so much faster than everything else in the world. It mildly infuriated the University of California, but has been very well received by the Legislature.

So it's up to you and Bessie, now.

MR. STRONG: We want to shift from a thank you to all in the Bureau for the work that's been done. This has been another first for us, in putting together this kind of series of presentations today, but I also wanted you to experience what Dean's and my perspectives are in terms of really looking at some of these policy issues from an interdisciplinary point of view. They're not singular issues; they have multiple dimensions. I tend to be very selfish, too, about what is the potential payoff and involvement for libraries.

We tried to put a couple of those options on the table today, and we'll try to present more through some of the testimony tomorrow.

The State Library in California has not sat back over the past number of years in a passive sort of mode, either. We have used our federal dollars as venture capital for the future. Very little of our money goes into supporting traditional structures. We try to test things and then put those things into operation in libraries using local and state money, even though it may be very limited.

Probably the most successful is a one-time expenditure of $2.5 million of LSCA to initiate the California Literacy Campaign. Since its inception, it has generated in that one year over $35 million of state money and far more in local money for library literacy programs in just under 100 library jurisdictions across the state and starting with 27 pilot programs with that $2.5 million in 1984.

Another is our Partnerships for Change, which you have a full package on for your reading pleasure. Again, developing models and testing, recreating library services, and now 26 library branches and very much based on what David was talking about earlier: community-based, coalition-building interactions with schools and other individuals at the local level. Unfortunately, we have not made some of the other connections that we should have in doing that. Just making the library connections is, as you well know from your work with multi-type kinds of things at the federal level, not an easy task. We've got to jump over that and get out of that mode to begin to look at the connections we make otherwise.

We're going to highlight today a couple of programs for you. One of our most exciting is Grandparents and Books. Bessie, do you want to do that first?

While you're going up, this program was noted in the OERI bulletin out of the Department of Education as one of the exemplary programs. This was completely funded with LSCA funds, as a pilot, and is now being replicated. I'm going to ask Bessie to tell you how.

MS. EGAN: I was going to talk about Grandparents and Books at the end, but I'll give you a little brief introduction and then go right into Grandparents and Books.

The condition of 7.8 million children in California is rapidly deteriorating. There are numerous studies and data compiled by a variety of agencies that can verify that deplorable plight. Children Now, a nonpartisan advocacy group for children, issues an annual report card that assesses services for children in the areas of health, education, safety, teen years and family life. Tomorrow at the forum you'll have the opportunity to hear from one of the people on their staff. For three consecutive years, the overall report card grade for California's children has been a "D." The 1992 grade is a "D-." I believe that the children in California and youth are at risk throughout our state.

I'd like to cite a few statistics for you. Nearly three quarters of California's children live in communities where violent crime is worse than the national average. The violent crime rate in California rose 121 percent between 1970 and 1990.

In urban counties, where most children live, a growing proportion of preventable teen deaths is due to homicide. Teen birth rates are worsening in three quarters of our counties. The statewide average is nearly 10 percent worse than the national average.

The child poverty rate worsened in more than three quarters of the counties between 1979 and 1989, an increase of more than half a million children.

Today's children are living a childhood of firsts. They are the first daycare generation; the first culturally diverse generation; the first to experience rapid technological advancements; the first to grow up in new kinds of dispersed cities, which are not quite urban, rural or suburban; the first to grow up in a family environment that reflects societal changes.

I would like to share with you today how the California State Library is utilizing LSCA funds to begin to assist the needs of California's children. We will start with Grandparents and Books.

Books can be used to link generations of young and old, kindred spirits who can readily share pages of magic and wonder. These alternate generations share a unique bond. Unlike parent and child, they can enjoy each other's company without the emotional conflicts that develop between mothers, fathers, daughters and sons.

Children appreciate grandparents as elders or as significant others who offer the wisdom of age. By sharing the reading experience with a reading grandparent, a child shares the enchantment found in books.

Unfortunately, societal obstacles such as distance and the changing family structure often prevent children from experiencing the delights of intergenerational reading. Today, one out of every five Americans is 55 or older, with the proportion growing to one out of four by the year 2010.

Although the American population continues to age, young and old are separated by modern life. The library is in a unique opportunity to form partnerships with community-based agencies and to provide a variety of creative programs which meet the needs of children and the aging population.

In California where our demographics are changing at a very rapid rate, intergenerational programming can serve as an effective means of retaining and sharing the very cultural traditions found throughout our state.

During the last two and one-half years the State Library has offered over 100 grants. In fact, we offered $5000 grants in the first year. The intent of that funding was to assist libraries in being able to purchase materials. Ninety percent of the funds had to be used for materials. The remaining allocation for operational expenses would be used to develop a Grandparents and Books program. There is an informational sheet in your packet that gives you a bit of background about the program.

Basically, what the program does is recruit volunteers from different communities who are trained to work with latchkey children who frequent many of our public libraries on a very regular basis.

The goals of this program are numerous: to encourage cross-generational understanding and a sharing of cultural traditions, to increase reading skills and library usage of both the volunteers and the children, and to encourage and develop an ongoing, working partnership between local libraries and local friends of the library.

During this last series of grants we utilized a technique that we had in one of our previous programs, Partnerships for Change. We involved a team approach to training for the grant recipients. In other words, we involved someone from the library, someone from the community, and a member of the friends of the library group who attended a full day training session.

In addition to the $5000 that were received by each of our libraries- and I should say in both cases the need exceeded the amount of money that we made available for this program- each library received a packet of professionally prepared public relations materials. You'll have a chance to see them right over here on the slide.

The poster, I think, shows the faces of California. I had the opportunity to work with the company and to choose the children from over 100 photographs of models through a modeling agency. The grandfather shows our Hispanic population, and the book that's being read to the children is by a California author/illustrator. The photography was done in one of the branches of the Sacramento Public Library, a branch that received one of our grants.

In addition to posters, grant recipients receive a brochure describing the program, the bookmarks, stickers, volunteer buttons, and a certificate of appreciation, but perhaps most important is the manual that goes with this program. This program was developed through an LSCA grant in 1988 by the Children Services Department of the Los Angeles Public Library. They received two years of funding from the State Library.

At the time that I became their consultant I recognized the need to take this statewide, simply because it's a program that works; it's flexible and it's cost-effective. It utilizes an existing resource, our community volunteers.

The program has been extremely successful. As a result of the article that Gary just mentioned to you, I am receiving requests from all over the country for promotional packets, and Peter very generously gave me a list with your addresses. So if you are interested I would pleased to mail to each of you a packet of California's promotional materials.

Now my colleague, Carol, will show you a minute and a half of a public service announcement that went on in Los Angeles with this program. The area is Southcentral Los Angeles, the area where the riots occurred about a year and a half ago.

(Video presentation.)

MS. EGAN: If we had to pay for publicity like that, it would have cost a fortune, and this was through the Los Angeles station.

The next area I'd like to address briefly is youth at risk, because I know that you want to hear about family literacy. The California Library Services Board in 1988/89 identified youth at risk as a number one priority. They thought it was essential to begin to look at the needs of youth ages 13 through 18. Through two LSCA grants between 1990 and '91, and 1991 and '92, BAYLIS– you've noticed we have many acronyms in California– which is a group of —

MR. STRONG: More acronyms than library systems.

MS. EGAN: Absolutely. This is a group of nine public libraries in the Bay Area that began to develop methodologies for addressing the needs of this age group. Through the grant, they were able to be trained in how to conduct a community-based needs assessment. In other words, let's go to our clients and see what kind of services they need. In addition to that, libraries receive a lot of training in adolescent development and in working with communities in a promotion of services. What was interesting through this grant was to see what the results were in a couple of the areas. Time does not permit me to outline for you what occurred in each of those nine libraries. However, I have chosen a few that I would like to share with you.

In Berkeley, the teens were hired to conduct an outreach campaign to raise the awareness of library and services in their community.

In Oakland, which has a sizeable African American population, the rate of kids dropping out of school was horrendous. This was identified as the number-one priority through the needs assessment conducted by the teens in that community. Through the help of the LSCA funds, a homework assistance center was established. During the two-year period of the grant 130 kids, ages 10 to 15, were able to make use of that homework assistance facility.

In Richmond, which has a population of 7700 young people, the priorities there were the high dropout rate and the fact that there were low literacy skills in the community. So the library began to work with community-based organizations to begin to address the needs found in their community. Along with the Contra Costa Library, another one of the nine libraries, they were able to produce a hip pocket guide to resources available for use in their communities. By hip pocket, it's small enough that it can be hidden, so that you're not seen carrying a book.

(Laughter.)

MR. STRONG: Very important.

MS. EGAN: This grant ended in September of 1992. Although the economic climate in our state is unhealthy at the time, the commitment of the nine libraries and their staff members is ongoing.

One of the things that was produced as a result of the grant is the manual, Information is Empowering, Developing Public Library Services for Youth-at-Risk. This outlines methodologies that were used in each of the communities, and because I see many of you writing this down, I will also mail this to each of you so that you can see what was done in the Bay Area for youth at risk. In addition to this grant, we're currently finishing a second year of funding at the Los Angeles Public Library, and there are 63 branches there. Once again, they've begun to look at their communities and their libraries to see how they could find out what kind of services the kids really wanted and why they weren't using libraries as much as they should. They chose ten different places in their service area, and the results from that are forthcoming in a manual which is ready to go to press at this point. One of the things that they have been able to do which I think is extremely important is they have revised the job descriptions for their young adult librarians in each of the 63 branches to reflect the outreach component, working with the community. Unless we begin to do that, the services we create will not be terribly relevant.

We at the State Library will be looking at the methodologies that both of these grants have assisted in creating to see how we begin our next step, sharing this information on a statewide basis.

Both of these grants address one component of the youth-at-risk issue in our state, that of young adults' services. Also, these grants address goals 2 and 6 of the

America 2000 Library Partnership.

MR. STRONG: This is also an area in which the Commission could tremendously assist us, as the National Service Corps comes up. We have 13 Vistas in our families program that Carole's going to talk about next. I would like to see us be able to attract several hundred in the National Service Corps to work in libraries, in after-school homework centers, in youth-at- risk programs, in story hour kinds of programs, and in programs that we could extend from the Grandparents and Book theme.

We've developed a lot of strategies and proven them by using federal LSCA moneys as test bases. I don't think, as the National Service Corps has talked about, that libraries are viewed at the national level as a place where some of these things could take place. I think you could do us a great service by making that advocacy from the Commission– I tend to be very direct– to the Clinton Administration and to Congress as some of these funds are being targeted out to the states. We're working, we've made our initial contact with the Governor's Office, as they are going to be responsible for administering it in the state. A lot of it is going to go to the Conservation Corps and to other kinds of traditional delivery mechanisms. I'd like to see a good chunk of that going to libraries.

Again, the delivery system is all in place. The facilities are sitting there. Unfortunately, not open enough hours, and primarily because we don't have the staff and human resources to keep them open.

MS. EGAN: The third program that I want to talk to you about today is again a very special one, Partnerships for Change.

As you've heard from Hans' presentation, California's demographics are changing dramatically. As a native Californian who grew up in Santa Barbara, and I must say that because there aren't a whole lot of us around, I was educated in local school systems and attended the University of California. I returned to California after an 11-year leave. I noticed a tremendous change in the services, demographics and the economy of this state.

Partnerships for Change is a program which I believe can become a model for other states to emulate. The demographics in all of our states are changing, perhaps not to the degree that California is changing. At this point, three of our 58 counties have minority-majority populations. Those three are Los Angeles, San Francisco, and Imperial County down near San Diego. Partnerships for Change or, as we call it at the State Library, PFC, the restructuring of library service so that it meets the needs of our changing demographics, is a program which has a very deep personal meaning for me, since my parents were immigrants to this country and English is my second language.

In 1987 the California State Library began to look at the changing demographics and funded a variety of statewide forums. Following those forums, at a special conference, proceedings were summarized in a report by Judith Payne entitled, Public Libraries Face California's Ethnic and Racial Diversity. From that, the concept of Partnerships for Change was started. As I mentioned earlier, this is a unique program because it involves a three-prong approach. Gary mentioned that we have 26 models, and that in each of these there's an 'A' partner, a 'B' partner, and a 'C' partner. I'm sure that you know what the 'C' stands for– a community representative. The 'A' is the administrative partner, the 'B' is the branch head, and the 'C' is the community partner. The State Library has spent a lot of resources and time nurturing and providing training and cultural sensitivity in working with communities and showing staff how to go out into the communities and find out what agencies are there, how better to work with them, and how can we work together to change the services that have been traditionally offered through our public libraries.

MR. STRONG: May I interject here in terms of the payoff on the 'C' partners. Those of you who were at the 1991 White House Conference saw Pedro Moreno and Eduardo Manuel and, I'm sorry– the woman from Orange County– the Vietnamese woman —

MS. EGAN: Oh, Dr. Vo.

MR. STRONG: — Dr. Vo. All three were community partners in PFC, and applied– we had an application process for the White House Conference delegation here– through that, and were selected to go the White House Conference as California delegates. They had never been involved with libraries, or with any community agency before, other than Dr. Vo. It was interesting. Eduardo Manuel, as a result of the three years of working with the library program, ran for the Hercules City Council this last year and won his election. Pedro Moreno ran for city council in San Diego. Unfortunately, he did not win his election, but won the respect of an awful lot of people in his community who had never run a candidate for city council in San Diego before. These are very real and personal kinds of things that are going on in these programs.

MS. EGAN: As Gary mentioned earlier, there are 26 libraries, and we have those divided into two cycles. The first cycle consisted of 18 libraries, and that was a three-year commitment. There are eight in the second cycle of libraries and their commitment was for a five-year period. The approach of both cycles is different. The first group of libraries placed an emphasis on outreach activities, very much reminiscent of what was done in the late '60s when federal funds were plentiful, while the second group of libraries concentrated their efforts on extended planning activities before providing the outreach activities. Although the approach is different between the two cycles, there exists a commonality: the restructuring of library service so that it is more responsive to individual communities.

The four major ethnic groups that were targeted were American Indian, African

American, Asian Pacific, and Hispanic. At this time we've just completed the first 18 libraries, and we're still reviewing our learnings. We're having an evaluator look at those. We will be looking at sharing results once the program is completed on a statewide basis, because again, this is 26 libraries throughout our state.

MR. STRONG: We only have 2000 more to go.

(Laughter.)

MS. EGAN: Right. I don't know if you have any questions? Oh, the PR material, I forgot.

MR. STRONG: A major component of what we discovered, while they're displaying those, is that there was really little relevant public relations material, with images that reflected California's diversity, that could be used by libraries in attracting individuals to the library setting. A major component that we put together on a statewide basis was the statewide public relations material.

You will also note in your folder the bilingual novella that was developed and has been used extensively, English on the one side, Spanish on the other. That again was developed professionally. We felt very strongly that we did not want loving hands working on at-home publicity, which has typically been what individual libraries have been having to do. A major part of our effort was to develop ethnically sensitive images, not only in our posters, but in the public relations materials as well. Clip-art packets were also made available to the libraries so that they have creative resources to use in locally produced bibliographies and whatnot. Our flyers were done in the libraries.

MS. EGAN: This kit also has in it the PFC brochure. Because time is of the essence, there's a synopsis of each of the libraries, and what they've done, included in this. There's one for each of you to take.

Thanks, very much.

SPEAKER: Is that program on the Rush Limbaugh Show?

(Laughter.)

MR. STRONG: On Russian? Not at this point. We have focused strictly on the four major target areas.

MS. EGAN: The four major ones are what we've looked at. However, the methodologies that are developed for this would work —

MR. STRONG: It would work.

MS. EGAN: — with any community.

MR. STRONG: The key is working with the community leadership. Just one very quick anecdote.

I sit on the State Interim Steering Committee for Adult Education. I was in a meeting shortly after we started the program, and a gentleman came up to me and said, "You're Gary Strong, aren't you?" I said "Yeah." I'd never met the man before. He said, "I want to shake your hand. I run the Cambodian Refugee Center in Long Beach. I'm on your local coalition at the library for the Mark Twain Program, and I want to tell you what a difference that has made to the fourth to sixth graders in our Cambodian Community," Their target was working with those youngsters and their parents in assisting them in understanding what homework is all about and why they need to take paper and pencil to school. The library, which is about the size of this room, is packed every day now, when it was not ever being used– or was not being used by the Cambodian community previously. That's what the program is all about.

Because of our start with the California Literacy Campaign a number of years ago, and through its development and the support of President Pro Tem David Roberti in the Senate, we saw the passage of our Families for Literacy legislation before Barbara Bush started her foundation, incidentally. We would like to believe she had some influence from the things that we were doing.

The state appropriation for our Families for Literacy program is little less than $600,000 now. Carole Talan also came out of one of our local literacy programs, and started one of the original library literacy services before we attracted her to the State Library when Families started. I would like to ask Carole to speak next.

MS. TALAN: Thank you. It's always hard to be last, but because I think my program's the most exciting one to work with, I don't really mind being last. I hope you'll find it, indeed, a very exciting program.

I've included some handouts in your packet. First of all, in case there's any doubt in your mind that family literacy belongs in libraries, you have a shocking pink sheet which lists for you just a few of the many advantages to doing family literacy in a library setting. I could have gone on and on and on, but I wanted to keep it short enough that you read it, so I figured this was about it. Also in your packet is a gold or pumpkin-colored handout that gives a quick overview of our family literacy programs which started in 1988 and which started out with a handful of libraries. They're now in 35 different libraries. Some of those libraries are countywide, so there are many, many branches within a county that may be participating in family literacy services.

I think we mentioned youth at risk; we work with families at risk, because the cycle of the literacy, the cycle of poverty, the cycle of incarceration, the cycle of illiteracy is a repeating pattern. We do feel that the family unit is where we can have the most effect for the least amount of time and the least amount of dollars. I strongly believe– I am not a librarian, by the way, I'm an educator– that libraries have a critical role to play in this arena, and California has proven that over the last six years. We're in the sixth year.

You do have a green sheet which gives you a little more of a comprehensive view, though still trying to do it on one page. I know how much you've got to read here. Thanks to Hans and Kirk for preparing a little graph that's not in there, but if you'd like one, I have copies. It depicts the ethnic variety found within our families programs as compared to the ethnic makeup of children, zero through four, throughout our state.

You'll notice that our ethnic breakdown is slightly different, but I think primarily because these are children of adults who have limited reading skills themselves, or they would not be in our programs. So you have a certain slant there. In certain ethnic groups you tend to have larger families, which we saw earlier in some of the data you've been given. Now, I am a firm believer in a picture being worth a thousand words. I have more than a thousand words, but you would be much more influenced and the impact would be much greater if you visualized what is happening in California's Families for Literacy. We do have a short documentary film. It was taped in both Northern and Southern California throughout a variety of different libraries. Everyone you see is a participant in a Families for Literacy program. There is no script; they're speaking from their hearts. I hope that you will get a broader picture of our Families for Literacy through this video.

(Video presentation.)

MR. STRONG: What you won't see because she shut it off too quick, is that Carole wrote the script and also wrote the lyrics to the music. It is original music which we own the rights to and plan to use for other things as well. I think the program speaks for itself in terms of our enthusiasm for what we believe libraries can do for kids in this state. Our continued commitment to working with other kinds of organizations is to make happen what we want to make happen on behalf of the citizens, even with all the crises, the shortage of money, and all the other stuff that keeps coming down. We have a deep commitment that the dissemination system we've got out there called libraries is still extremely valuable and contributing to the public good. We've got to find a way to keep it alive.

SPEAKER: If I can make a little commentary. The Commissioners are very sensitive to the importance of literacy. Let me tell you the two people beside you, Elinor and Norm, are members of the National Board of Literacy Volunteers of America, and I'm a former member. So you have three Commissioners who are directly involved in one of the national literacy organizations, and all the other Commissioners share the same sensitivity.

MR. STRONG: We count as our partners very closely LVA here in the state and Laubach through the California Literacy, Incorporated, and a lot of other providers as well. The coalitions that we've tried to build with literacy providers; libraries are only one part of that delivery system. One of the threads we've tried to put out is our collaborative efforts and the opportunities we have to expand beyond where we are now. If we just had a little more money, a few more people–

Carole, any other comments?

MS. TALAN: I would just make one comment referring back to David in the discussion on collaboration. Primarily because of Gary Strong, libraries have been at the forefront of collaboration in the state, particularly in literacy. When they founded the California Literacy Campaign, Gary made it a requirement that every library, before they could receive money to do literacy, must form a local coalition made up of a variety of partners and interested agencies and organizations.

At the time, I can remember thinking why do we have to do this, because I was one of those literacy coordinators and it was a lot of work,. We had the money, we had a great library, we were ready to go. I very much wondered why we had to do that, because it sure did eat into our time just delivering services.

But I think it made sense; I'm glad we did it. We are reaping some of the results of it now. Certainly Families is seen as a strong collaborative model which I hope you saw in this. We do have libraries that work in Healthy Start, in Even Start, in Head Start, and in just about everything you can name.

MR. STRONG: Carole, can you tell them– Carole's been enticing me with a new idea. It's called Incarcerated Fathers, and let's end with that, maybe.

MS. TALAN: Oh, okay.

MR. STRONG: We believe that if we're not about two years out ahead, we can't catch up with ourselves, and we're not doing what a state library agency ought to be doing in terms of development and trying to be on the cutting edge.

MS. TALAN: You saw in the video one of our local jail programs. That one happened to be in the Santa Barbara Honor Farm with the moms that were there. What I had been thinking about, and talking with Gary about, is doing something for incarcerated fathers.

I worked in Corrections for a number of years and still have maintained a lot of connections there. We are going to be offering a Title I grant to do a program at San Quentin and the education staff there are very excited. They really want this as part of their program. We're going to do a two- year pilot there for fathers who are incarcerated, and for their families. It will have a couple of different components, but a lot of what you saw here. They'll learn how to read books and why to read books to their children. They'll read to them during visitation time and we'll have programs during visitation time that will model. The children will be given books to take home.

MR. STRONG: It's an important element. Part of the reason the legislation was necessary was, one, to get the policy on the table, but the State of California does not give anything away. Two, we needed authorization in order to give books to kids.

One of the primary expenditures, I would bet, for the $527,000 this year in 33 libraries– right?

MS. TALAN: It's 35 libraries, $576,000.

MR. STRONG: – 35 libraries, whatever the heck– is to buy books, quality books. I get a lot of people saying, well, why don't you use Reading is Fundamental, or other kinds of things. We encourage libraries to expand that. Use RIF and all the other programs out there, but that doesn't remove our need to say, "This is a gift from your local library, to build your own library and your own reading habit," and it works.

SPEAKER: You say there are literacy programs in some of the prisons?

MR. STRONG: Um-hum.

MS. TALAN: The one you saw at this particular Santa Barbara prison, the library is the only provider of educational services in that particular jail.

MR. STRONG: In that honor farm.

SPEAKER: Speak more to the larger prisons --

MS. TALAN: The state prisons, we– yes.

SPEAKER: The state prisons. Literacy Volunteers of America is advocating a program wherein the judge when sentencing a person says, "If you'll take the literacy program, you'll get out quicker."

MS. TALAN: Well, it's already mandated --

SPEAKER: That's a big inducement.

MS. TALAN: -- for some– yes.

SPEAKER: The judge will give a five to ten, a requirement to complete the program, and one year off --

MS. TALAN: Absolutely. A number of our library literacy programs are very much involved with state prisons, notably National City, San Luis Obispo. I could name a few that are working with state prisons.

SPEAKER: You get the judiciary, and then the state to --

MS. TALAN: Well, that's harder, of course. We might need your help on that.

SPEAKER: I don't know, but I think that imposing sentences, if a judge says to a person, you complete this course and have one year taken off your sentence --

MS. TALAN: Right. There are mandates in our state that, if you fall below a certain reading level, in order to ever be released on parole you must have worked through the literacy program. That's been in place for a little over a year now.

MR. STRONG: We were also helpful in getting that into– our staff are often consulted by individuals who are putting literacy legislation together, and I think they do an excellent job of giving options again. It kind of spreads out what the Research Bureau does in a variety of ways through our library development staff.

I think we're tired of talking. We will lead you back to the State Library where, in my office for the reception, everyone here is welcome to attend. We'll reconvene back over there.

If it is agreeable, we have about an hour and a half tomorrow for lunch. We would like to take a little bit of that time and give you at least an abbreviated tour of what we had planned to do for the State Library today, if that is agreeable to your schedules tomorrow. Instead of running around the block, we'll let you run up and down the stairs.

There are two colleagues of mine who I asked to also join us this afternoon and that I'd like to introduce. Nancy Zussy is the Washington State Librarian and the current President of COSLA. She will be testifying tomorrow and will have her own say. I've never known her not to.

Joan Kershner,is the Nevada State Librarian and the President of the Western Council of State Libraries. Joan also will be speaking tomorrow and I've never known her to be at a lack for words either.

(Whereupon, at 5:06 p.m., the background briefing was concluded.)

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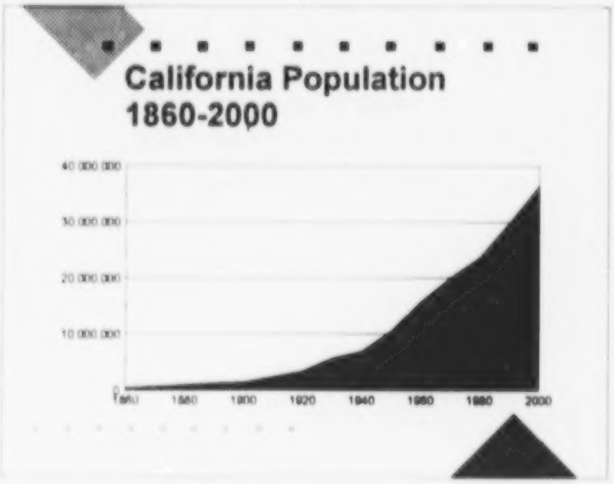
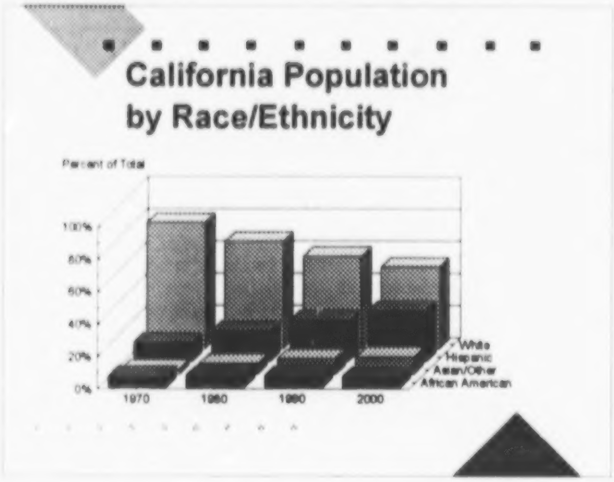
Demographic Trends in California

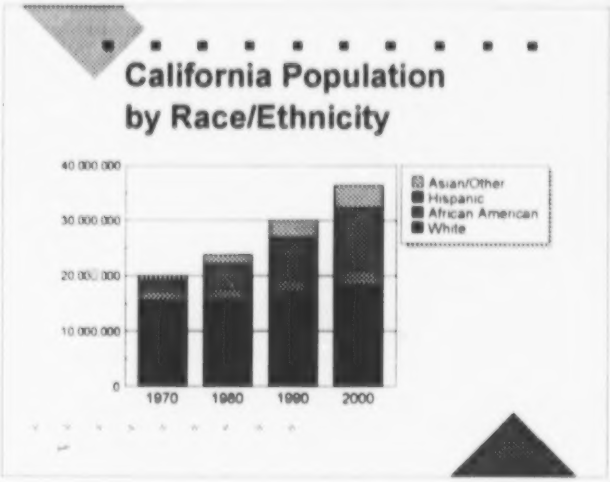
California Research Bureau
California State Library



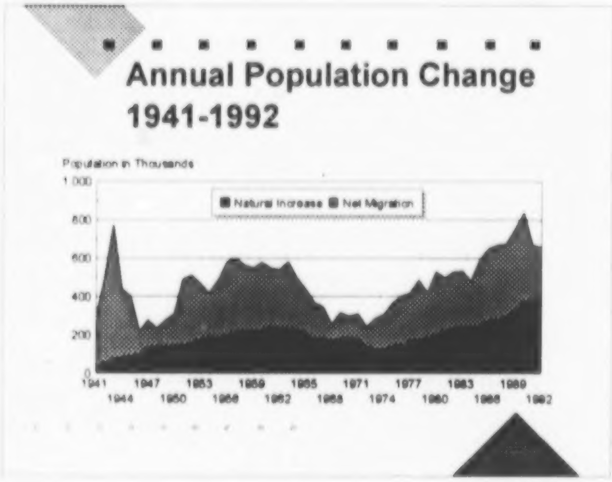
California Population 1860-2000



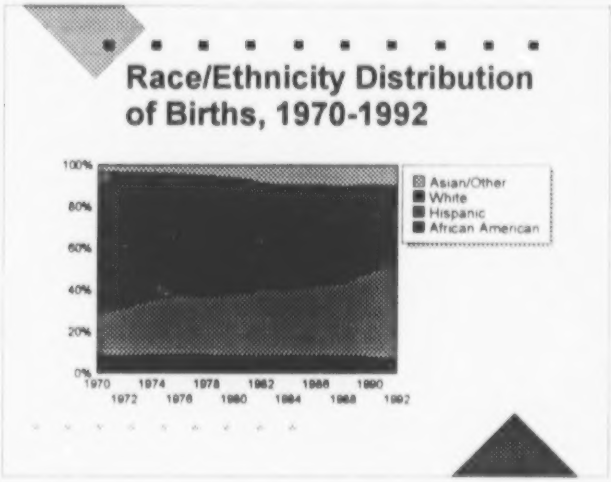
California Population by Race/Ethnicity



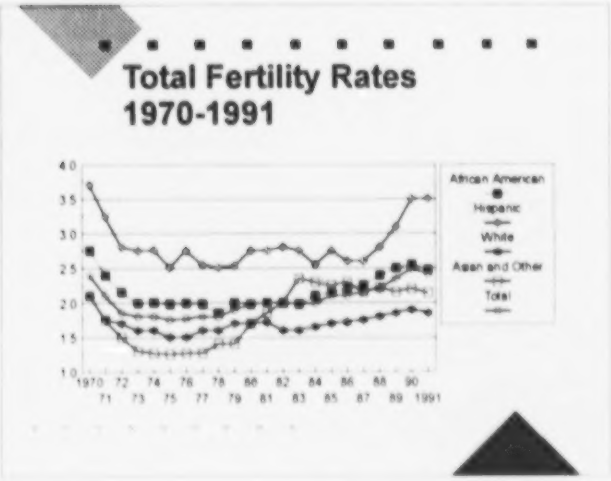
California Population by Race/Ethnicity



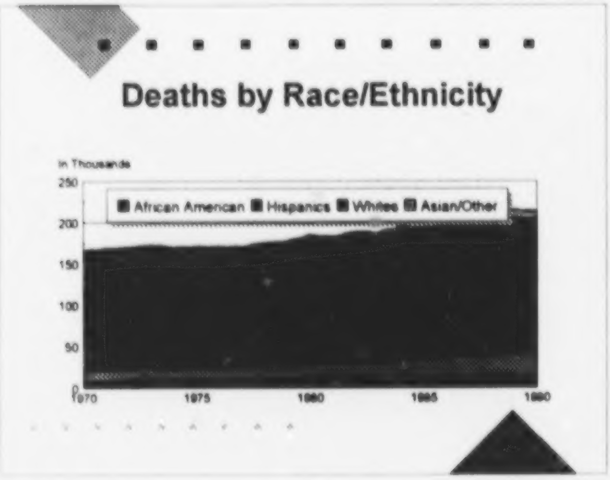
Annual Population Change 1941-1992



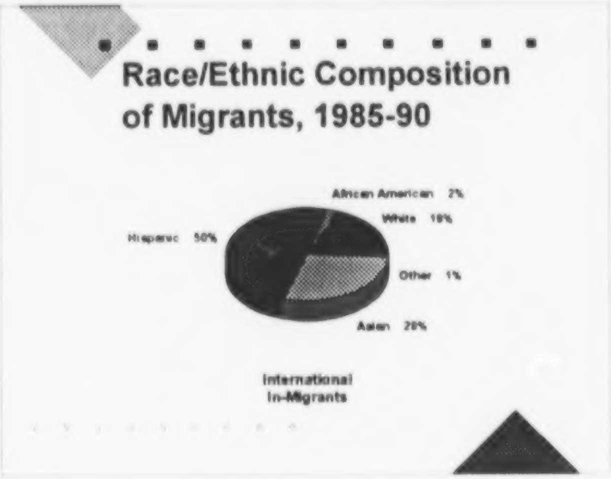
Race/Ethnicity Distribution of Births, 1970-1992



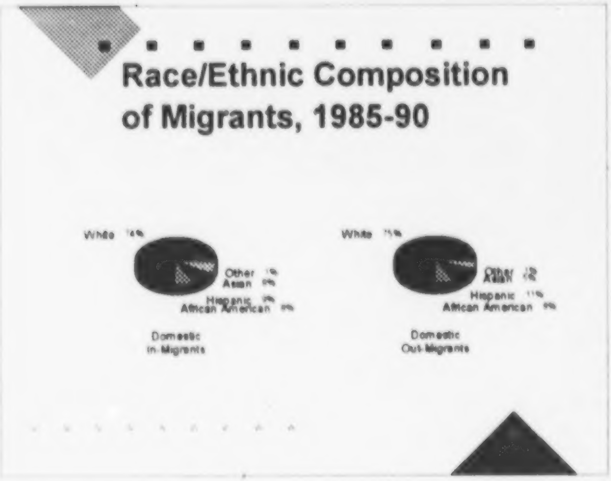
Total Fertility Rates 1970-1991



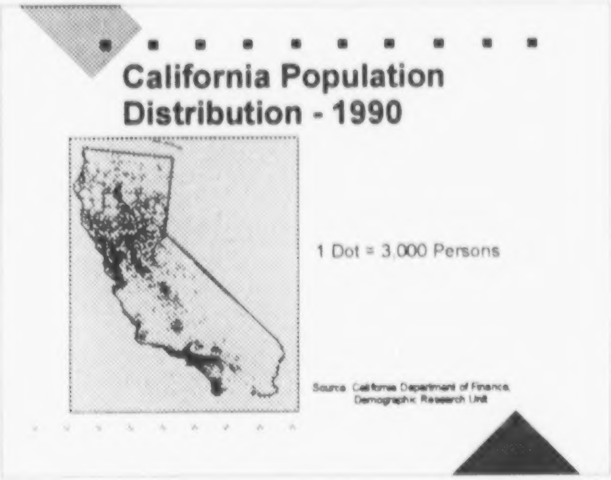
Deaths by Race/Ethnicity



Race/Ethnic Composition of Migrants, 1985-90



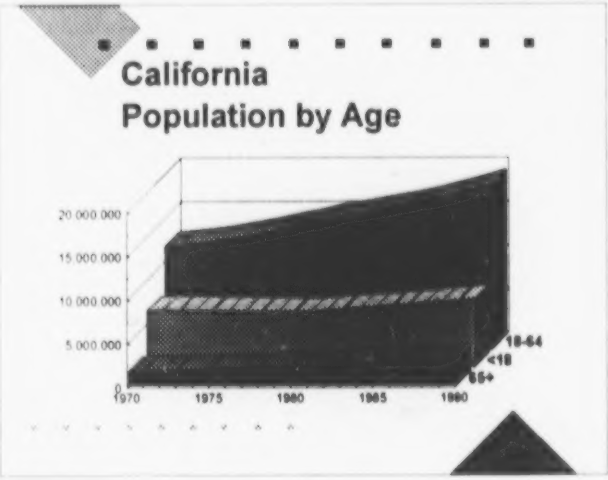
Race/Ethnic Composition of Migrants, 1985-90



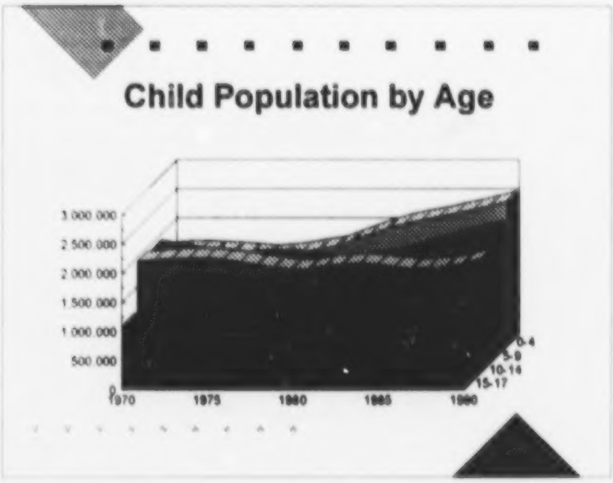
California Population Distribution - 1990

1 Dot = 3,000 Persons

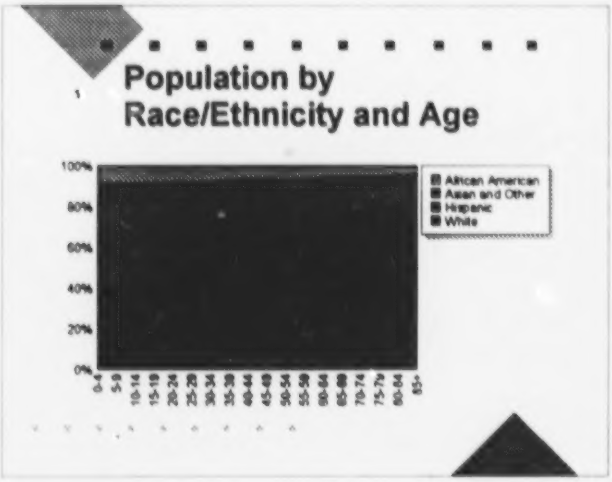
Source: California Department of Finance, Demographic Research Unit



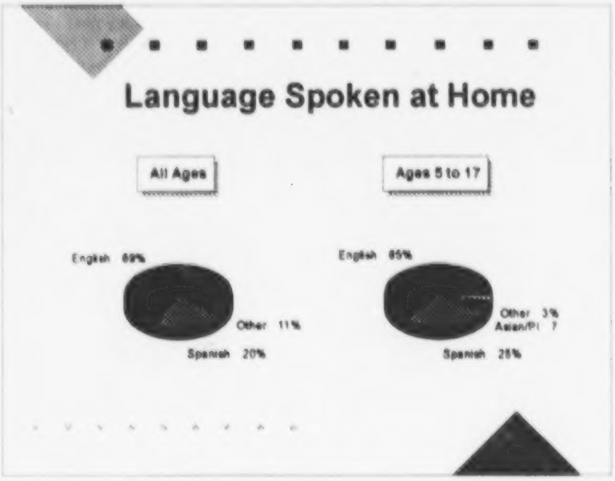
California Population by Age



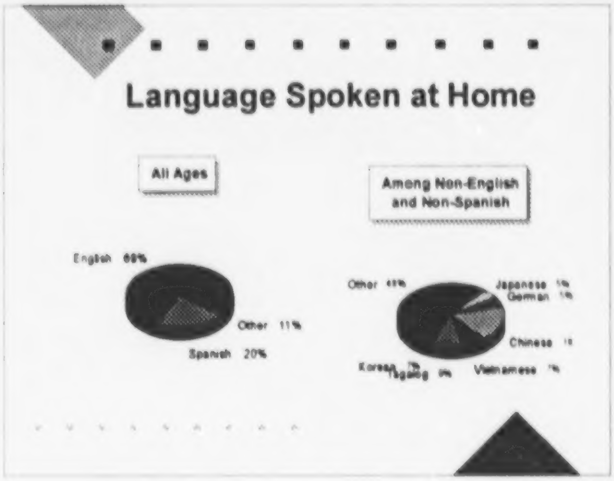
Child Population by Age



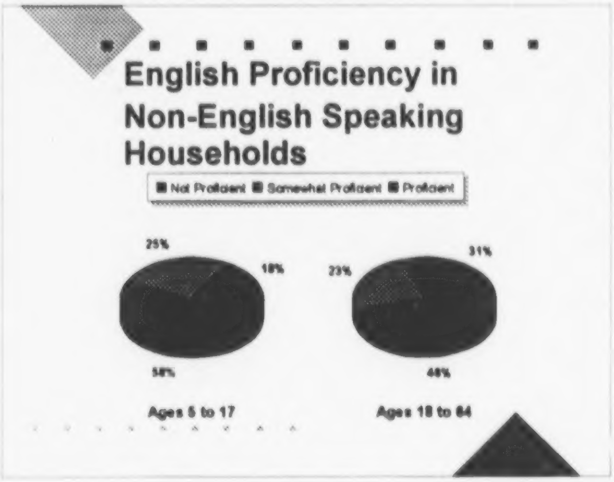
Population by Race/Ethnicity and Age



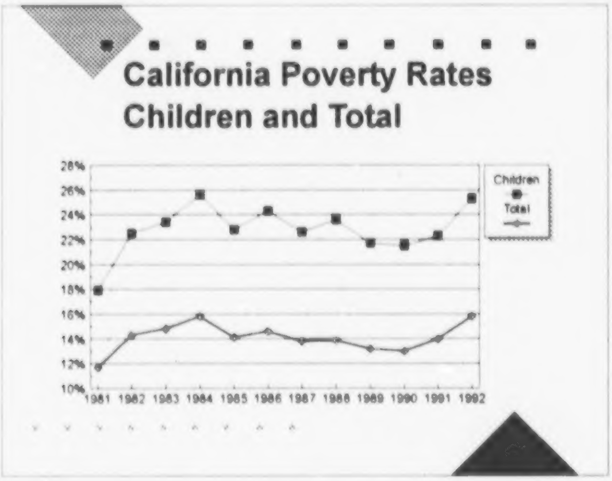
Language Spoken at Home



Language Spoken at Home

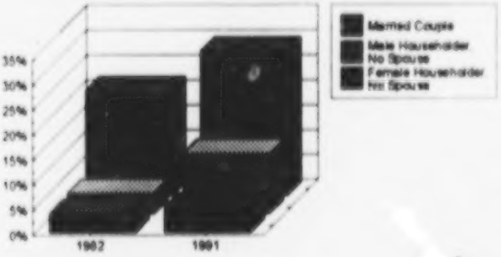


English Proficiency in Non-English Speaking Households

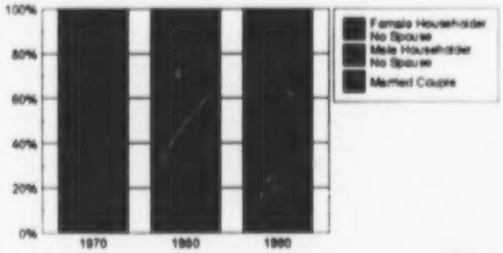


California Poverty Rates Children and Total

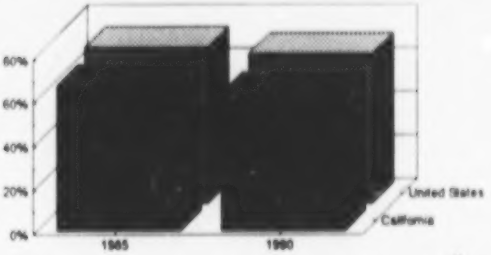
Percent Below Poverty for Households with Children



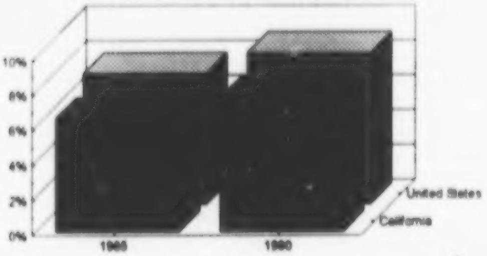
Distribution of Households with Children



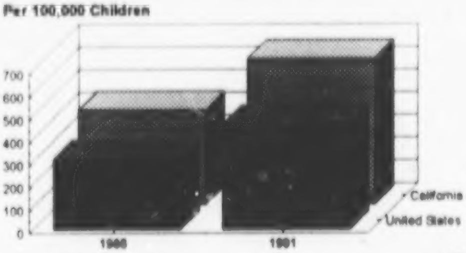
Percent Graduating from High School

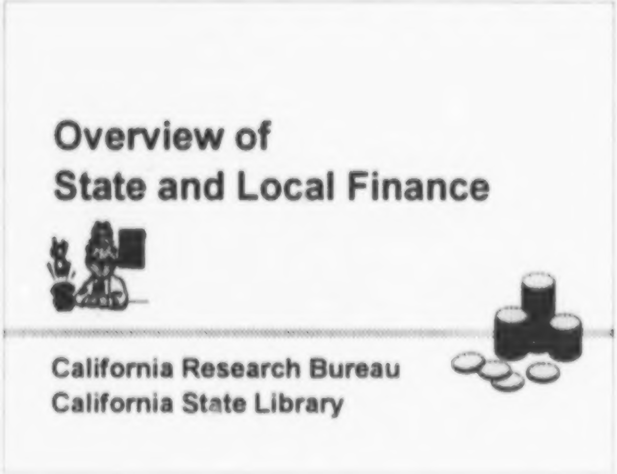


Percent of All Births that are to Single Teens



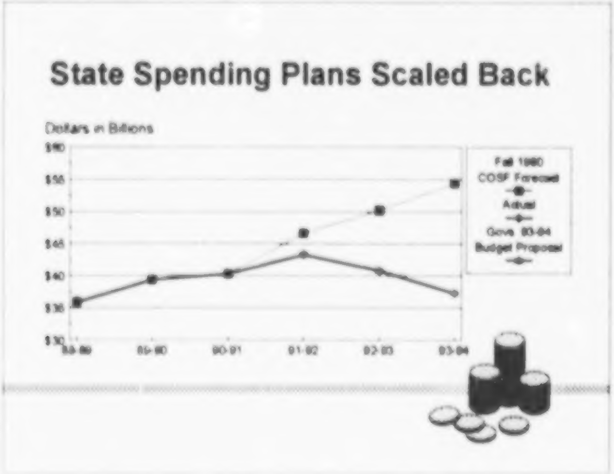
Annual Violent Crime Arrest Rate, Ages 10-17



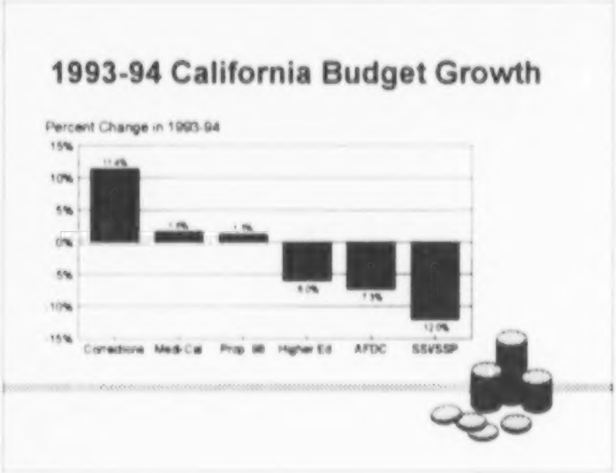


Overview of State and Local Finance

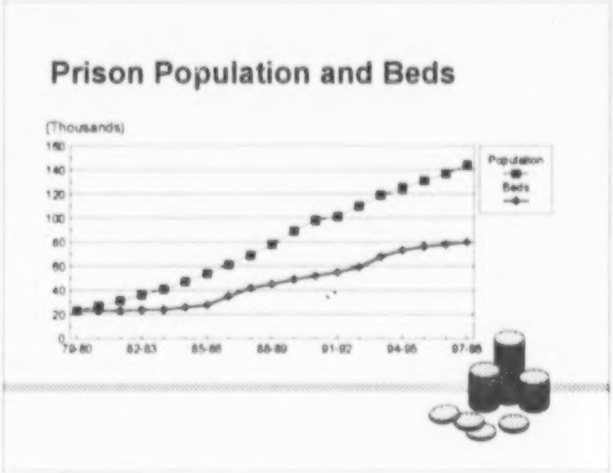
California Research Bureau
California State Library



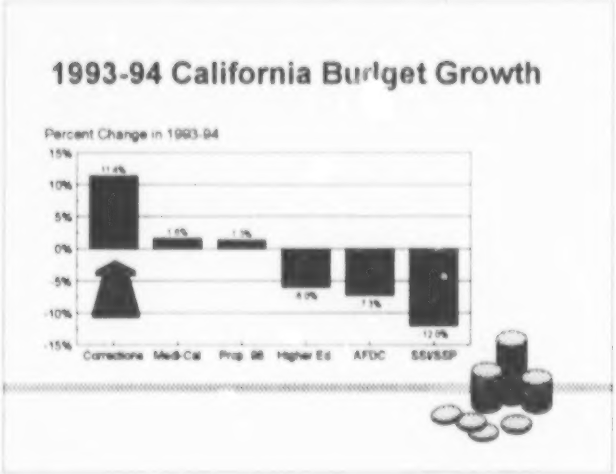
State Spending Plans Scaled Back



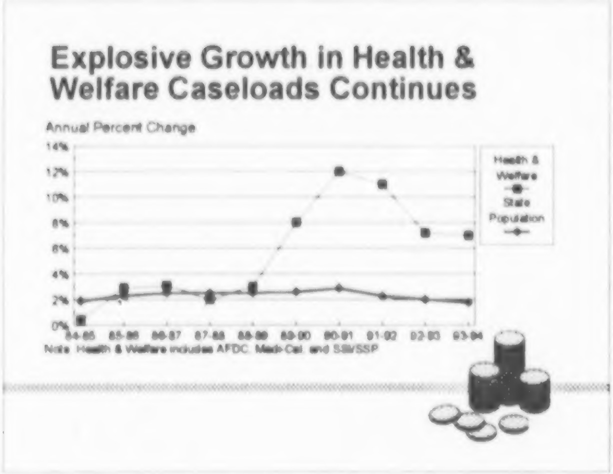
1993-94 California Budget Growth



Prison Population and Beds

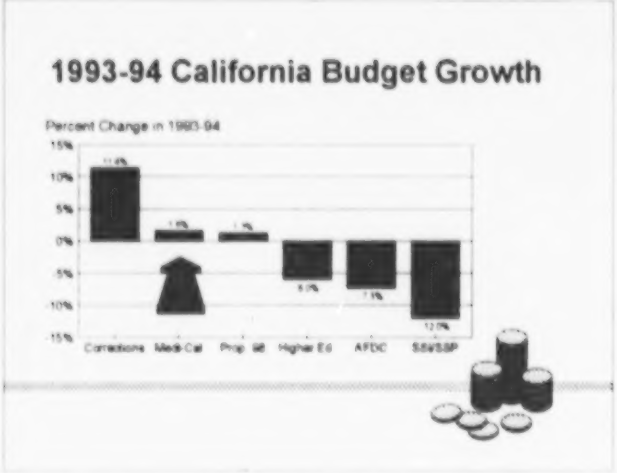


1993-94 California Budget Growth

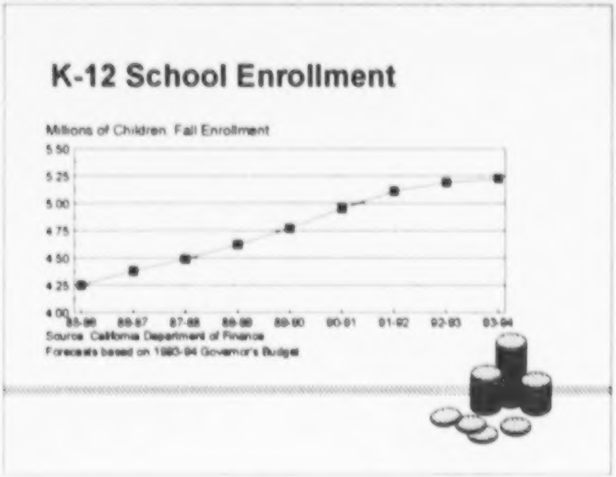


Explosive Growth in Health & Welfare Caseloads Continues

Note: Health & Welfare includes AFDC, Medi-Cal, and SSI/SSP



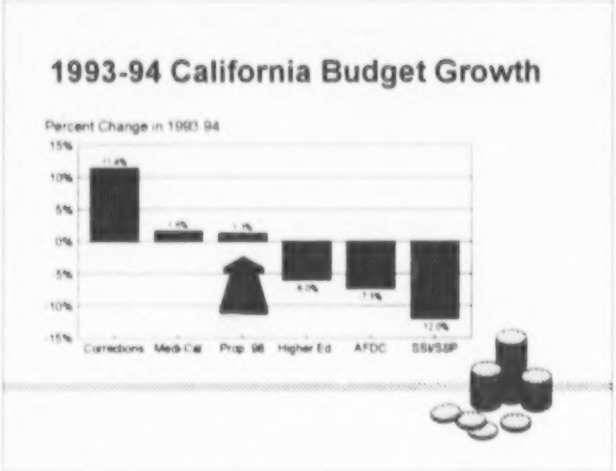
1993-94 California Budget Growth



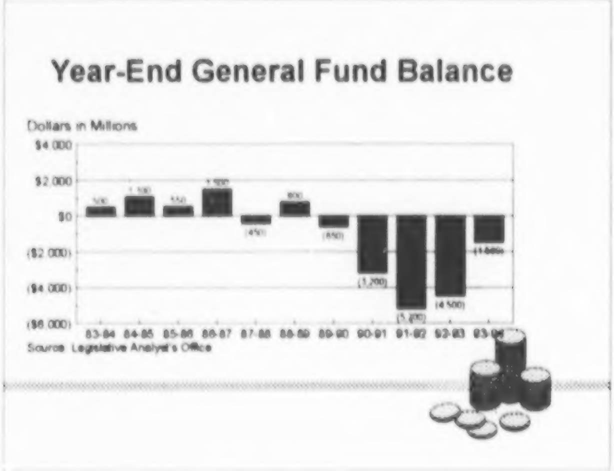
K-12 School Enrollment

Source: California Department of Finance

Forecasts based on 1993-94 Governor's Budget

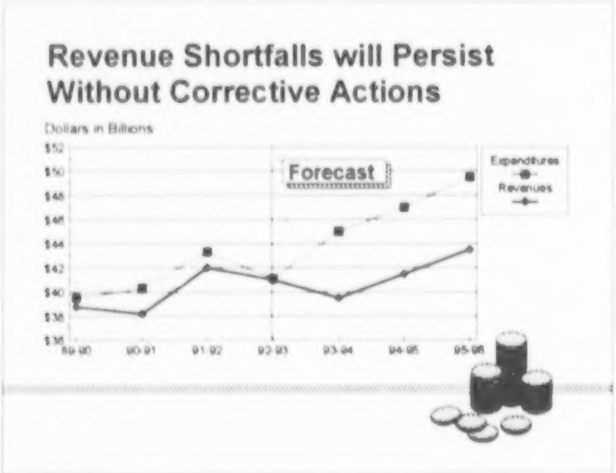


1993-94 California Budget Growth

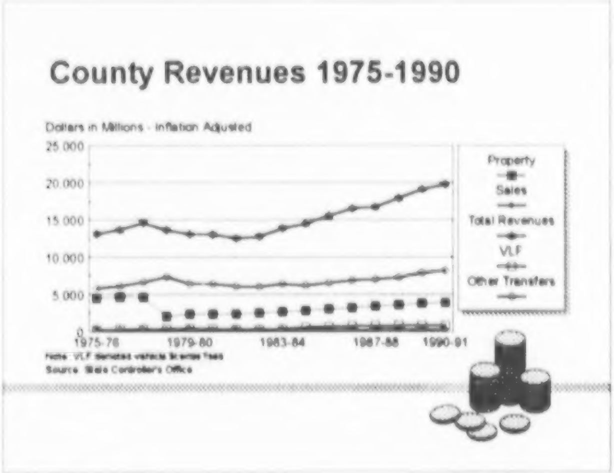


Year-End General Fund Balance

Source: Legislative Analyst's Office



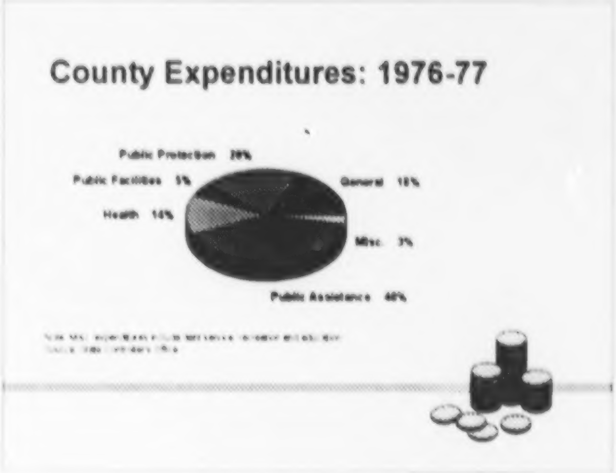
Revenue Shortfalls will Persist Without Corrective Actions



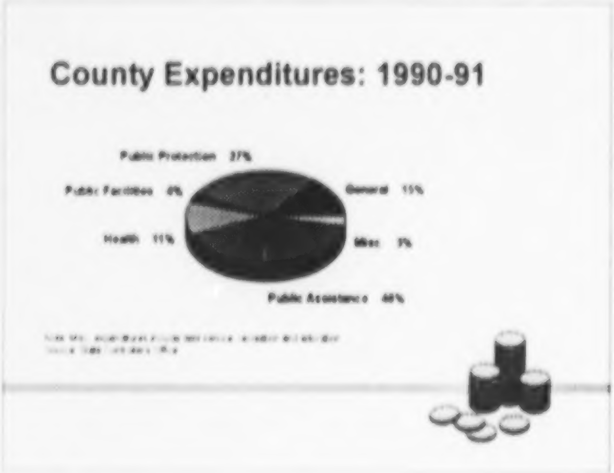
County Revenues 1975-1990

Note: VLF denotes vehicle license fees

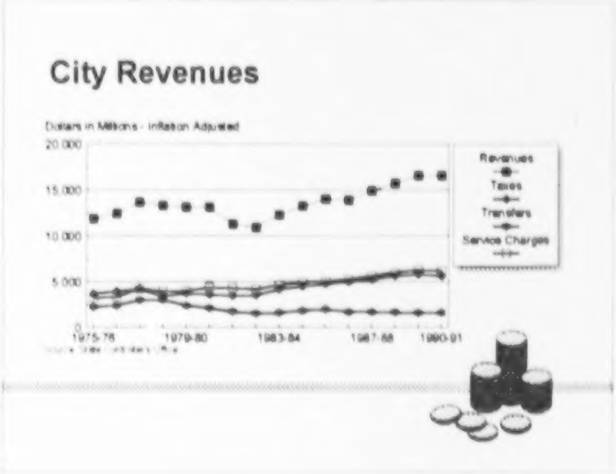
Source: State Controller's Office



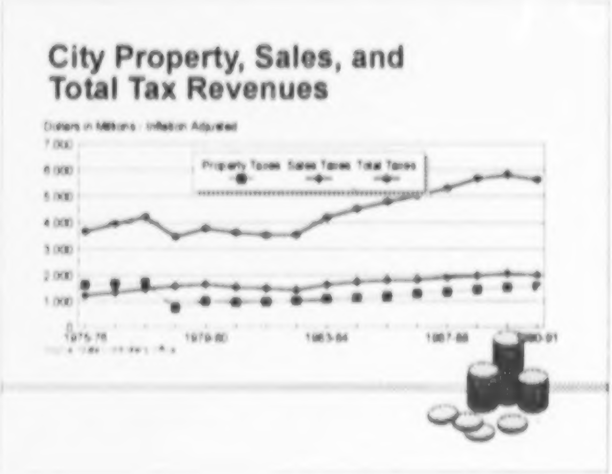
County Expenditures: 1976-77



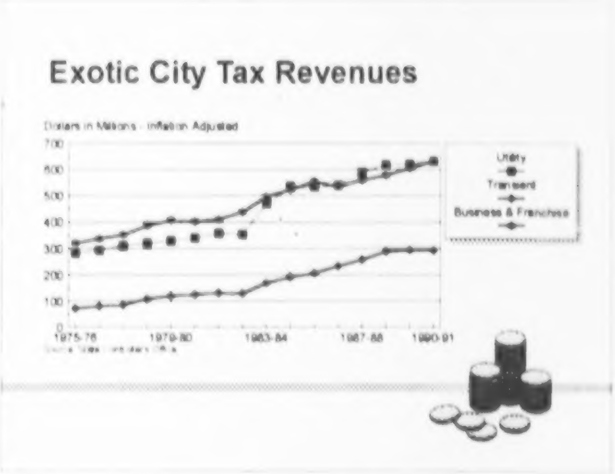
County Expenditures: 1990-91



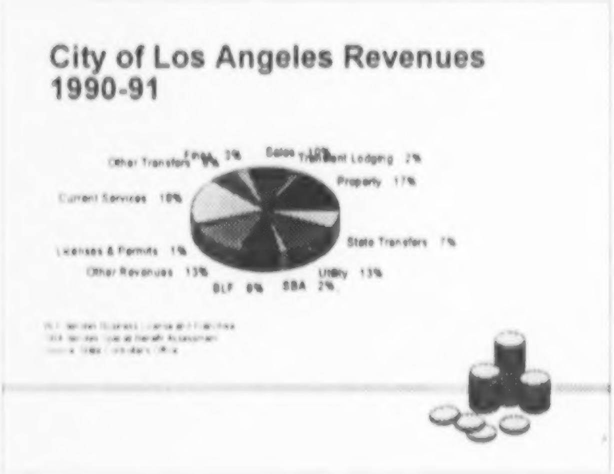
City Revenues



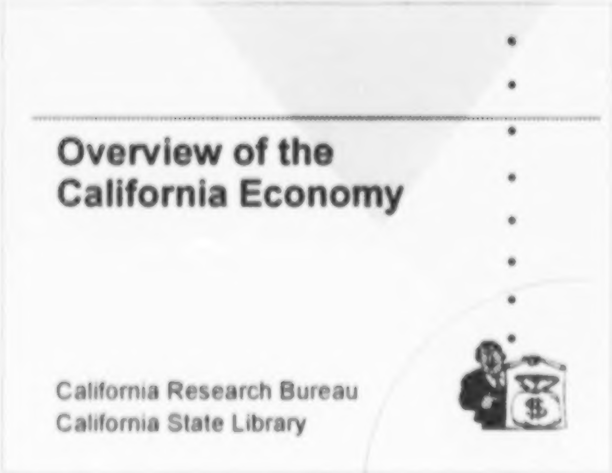
City Property, Sales, and Total Tax Revenues



Exotic City Tax Revenues



City of Los Angeles Revenues 1990-91

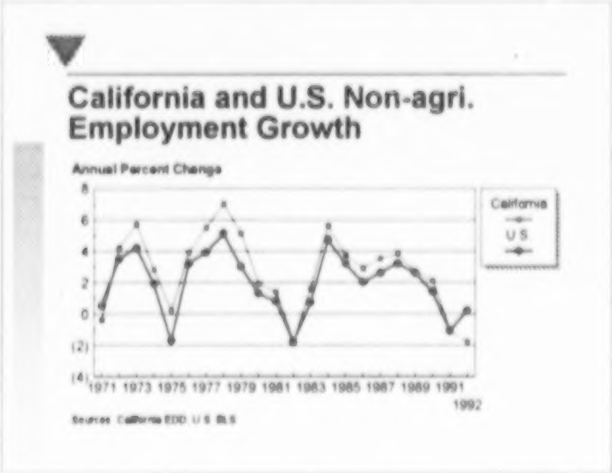


Overview of the California Economy

California Research Bureau
California State Library

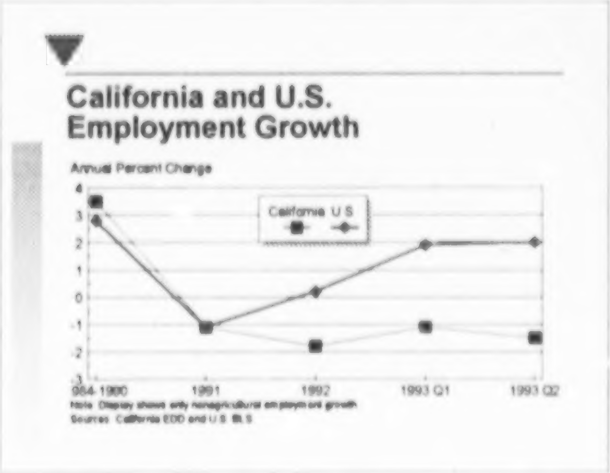
Summary

- California has historically grown faster than U.S. economy.
- California mired in worst recession since World War II, while U.S. is recovering.
- Defense cuts are a significant factor.
- California economy undergoing unprecedented restructuring.
- Recovery will come, but when and how strong?
- Govt. policies can be critical in accelerating turnaround.



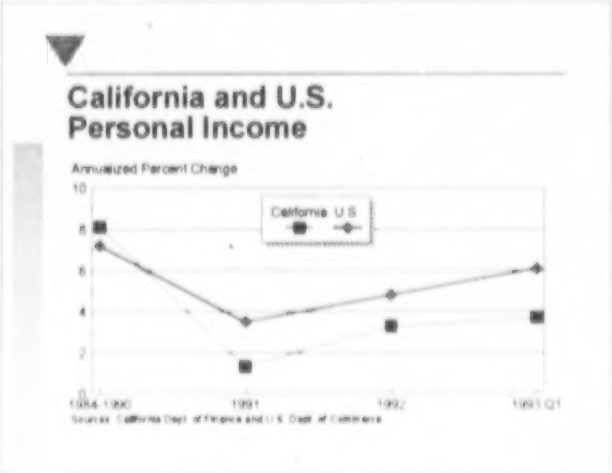
California and U.S. Non-agri. Employment Growth

Sources: California EDD, U.S. BLS



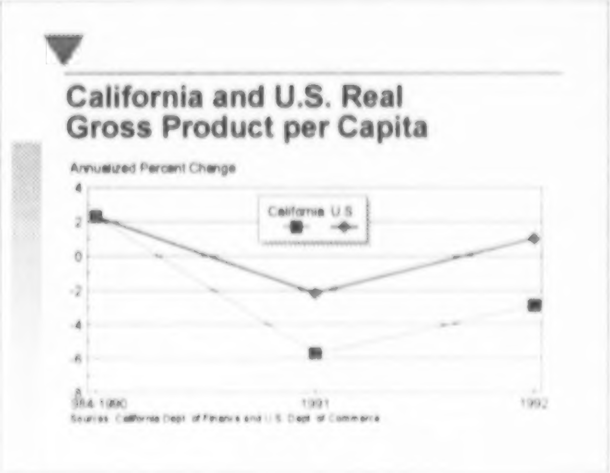
California and U.S. Employment Growth

Note: Display shows only nonagricultural employment growth
Sources: California EDD and U.S. BLS



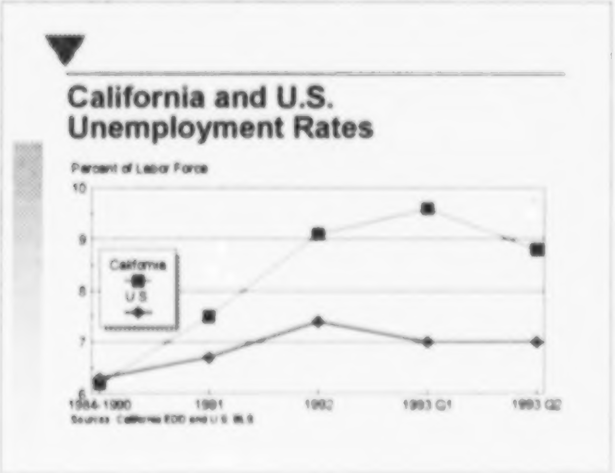
California and U.S. Personal Income

Sources: California Dept. of Finance and U.S. Dept. of Commerce



California and U.S. Real Gross Product per Capita

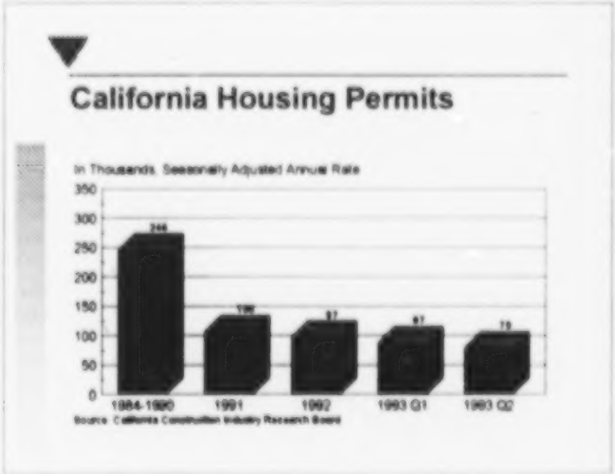
Sources: California Dept. of Finance and U.S. Dept. of Commerce



California and U.S. Unemployment Rates

Percent of Labor Force

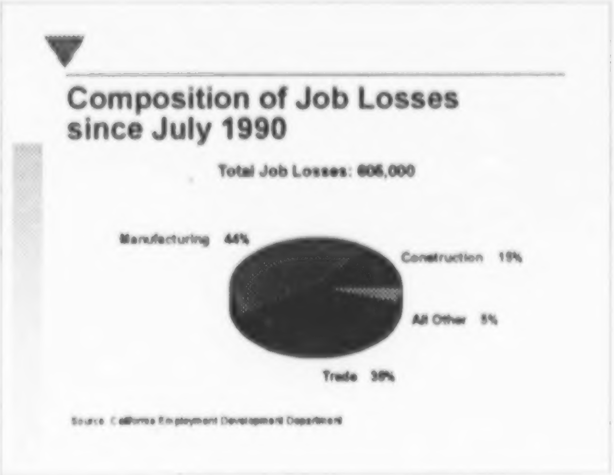
Sources: California EDD and U.S. BLS



California Housing Permits

In Thousands, Seasonally Adjusted Annual Rate

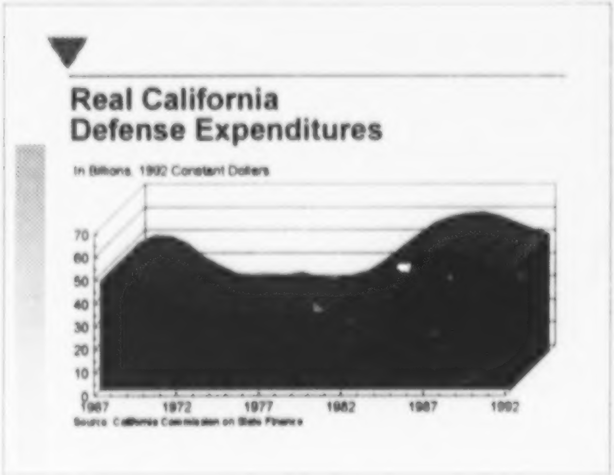
Source: California Construction Industry Research Board



Composition of Job Losses since July 1990

Total Job Losses: 606,000

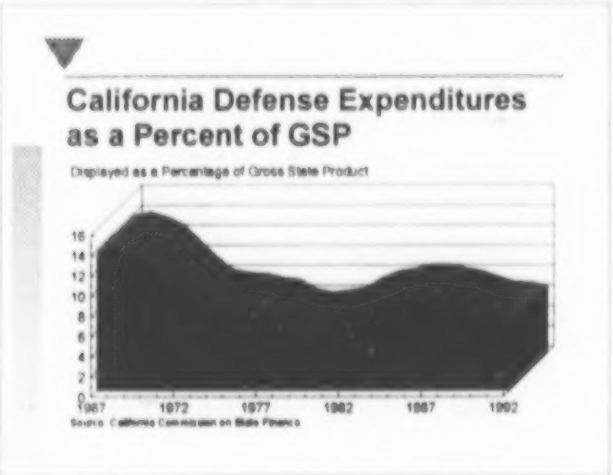
Source: California Employment Development Department



Real California Defense Expenditures

In Billions, 1992 Constant Dollars

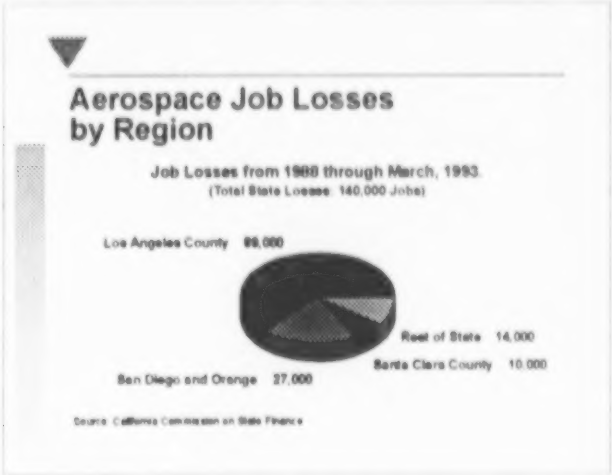
Source: California Commission on State Finance



California Defense Expenditures as a Percent of GSP

Displayed as a Percentage of Gross State Product

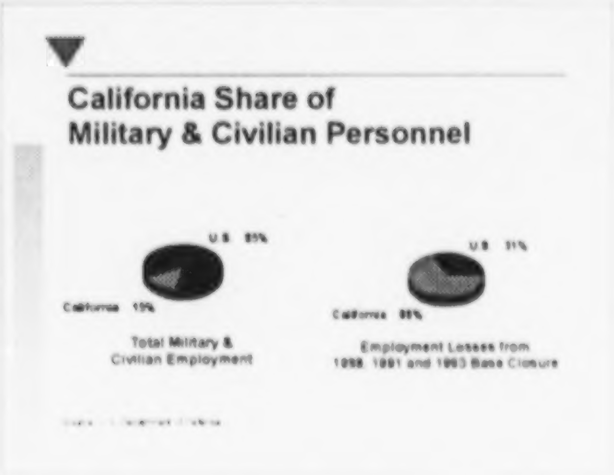
Source: California Commission on State Finance



Aerospace Job Losses by Region

Job Losses from 1988 through March, 1993
(Total State Losses: 140,000 Jobs)

Source: California Commission on State Finance



California Share of Military & Civilian Personnel

Total Military & Civilian Employment

Employment Losses from 1988, 1991 and 1993 Base Closure

California Research Bureau
California State Library

Defense Conversion in California

Context: Parents and Jobs

- Two-parent families in poverty nearly twice as likely to dissolve
- Unemployment and a sudden income drop diminish financial and emotional resources available to children

Defense Jobs- High Quality, Good Wages

- GSP for aerospace production job is $72,000, 140% higher than typical service job (which is $30,000)

Impact on Defense Workforce

- 1/3 of unemployed defense workers are long-term unemployed
- Engineers & technical workers have most trouble finding employment
- Only 1/3 of laid off aerospace workers not re-employed in industry found jobs in Calif. (avg. 33% drop in income)

Employment Outlook

- U.S. only 1/3 through expected defense cuts
- An estimated 1,000 defense jobs will disappear daily in U.S. through FY 1997

Federal Defense Conversion Programs

- $1.7 billion appropriated FY 1993
- Projected funding of additional $5.2 billion through FY 1997
- Program types
  - Community and worker adjustment services
  - National defense industrial base

Worker and Community Programs

- Targeted assistance to displaced employees and defense-dependent communities
- Average of $1.1 billion in annual funding planned through FY97

Worker and Community Programs

- Key programs include:
  - DoD provides community planning grants and assistance
  - Dept. of Commerce offers economic transition services to communities, including grants and revolving loans
  - Dept. of Labor administers job training programs for displaced workers

National Industrial Base Programs

- DoD can no longer afford to support a separate industrial base
- New strategy relies on dual use technologies
- Technology Reinvestment Program (TRP)
- Industry partnerships, public/private coop., & 50% matching funds
  - $472 million - 1993
  - $600 million - 1994

Problems with Federal Defense Conversion Programs

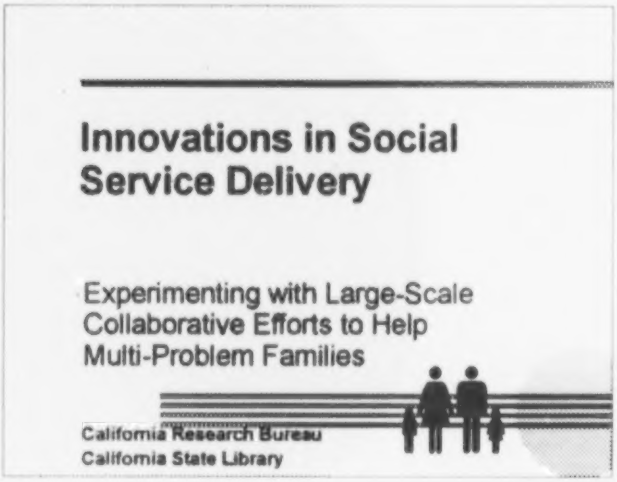
- Grants sometimes for set amount, regardless of state size
- Matching funds requirements don't vary with extent of economic hardship
- Inadequate admin. presence in Calif.
- Federal programs are complex and fragmented

The Challenge for Libraries

- CSL and CRB have proposed to the U.S. Dept. of Commerce that the state library be the hub of a statewide defense conversion communication system
- Use Internet to feed info. to libraries throughout the State

The Challenge to Libraries

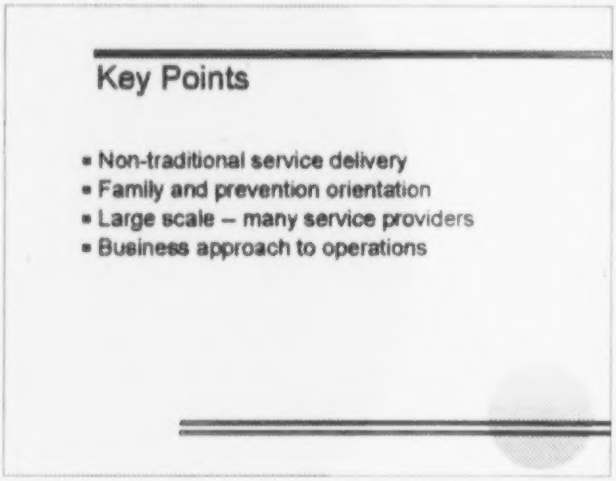
- Internet system would provide gateways to wide range of information systems:
  - Job and entrepreneurial training progs.
  - Grant opportunities and procedures
  - Technology transfer info. systems
  - Specialized conferences to facilitate information exchanges



Innovations in Social Service Delivery

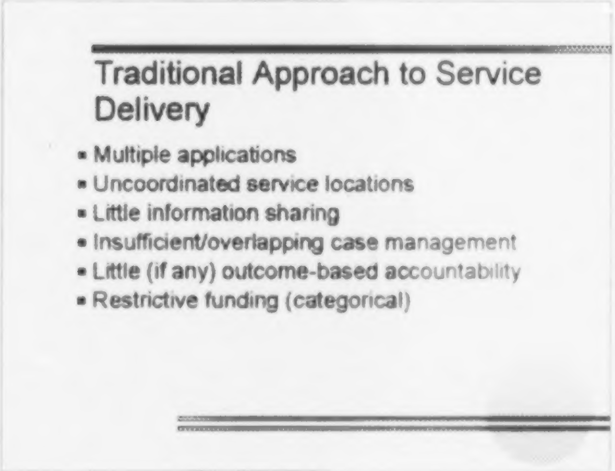
Experimenting with Large-Scale Collaborative Efforts to Help Multi-Problem Families

California Research Bureau
California State Library



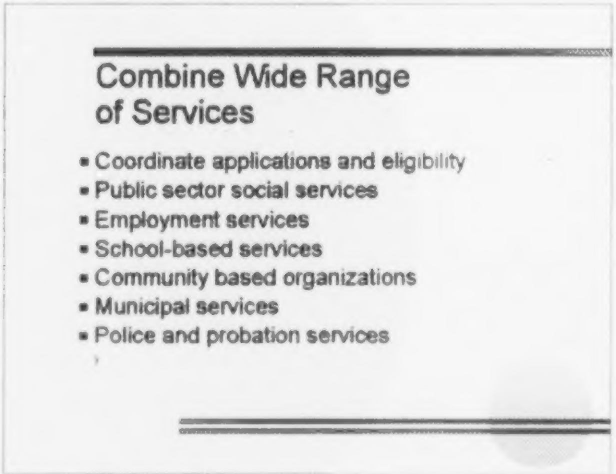
Key Points

- Non-traditional service delivery
- Family and prevention orientation
- Large scale – many service providers
- Business approach to operations



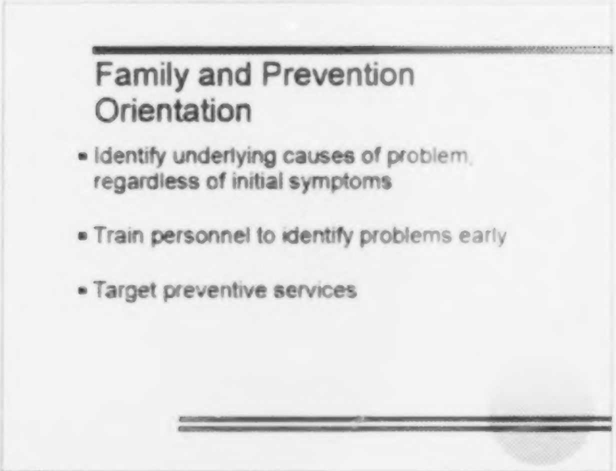
Traditional Approach to Service Delivery

- Multiple applications
- Uncoordinated service locations
- Little information sharing
- Insufficient/overlapping case management
- Little (if any) outcome-based accountability
- Restrictive funding (categorical)



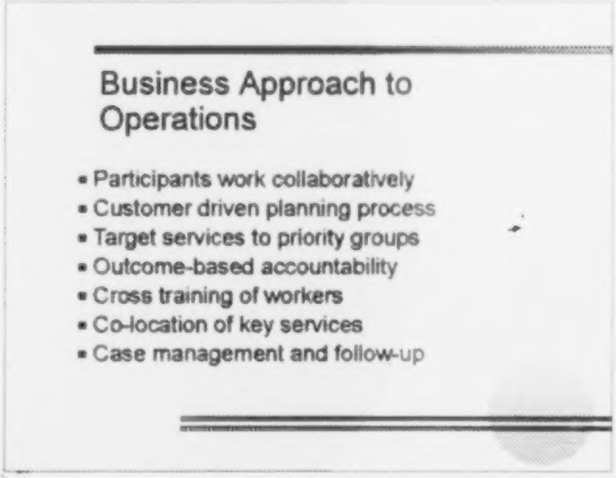
Combine Wide Range of Services

- Coordinate applications and eligibility
- Public sector social services
- Employment services
- School-based services
- Community based organizations
- Municipal services
- Police and probation services



Family and Prevention Orientation

- Identify underlying causes of problem, regardless of initial symptoms
- Train personnel to identify problems early
- Target preventive services



Business Approach to Operations

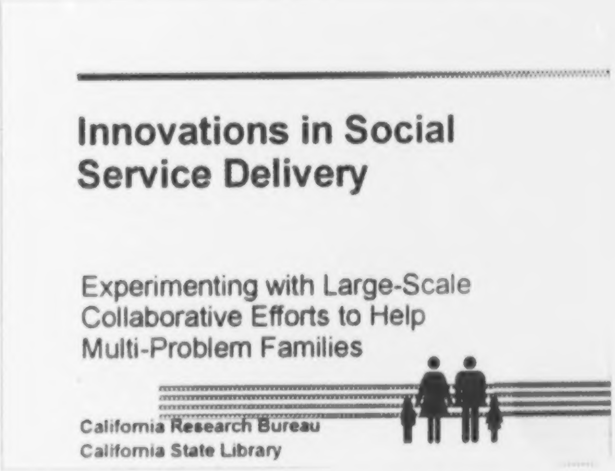
- Participants work collaboratively
- Customer driven planning process
- Target services to priority groups
- Outcome-based accountability
- Cross training of workers
- Co-location of key services
- Case management and follow-up

Efforts to Finance New Approaches

- Healthy Start grants
- Early Mental Health grants
- MediCal provider status for schools
- GAIN funding increase
- Cal Learn
- Charter schools

Role of Libraries in Collaboratives

- Literacy programs
- Latchkey programs
- Coordinate sites with schools and other municipal centers
- Arts or recreation centers



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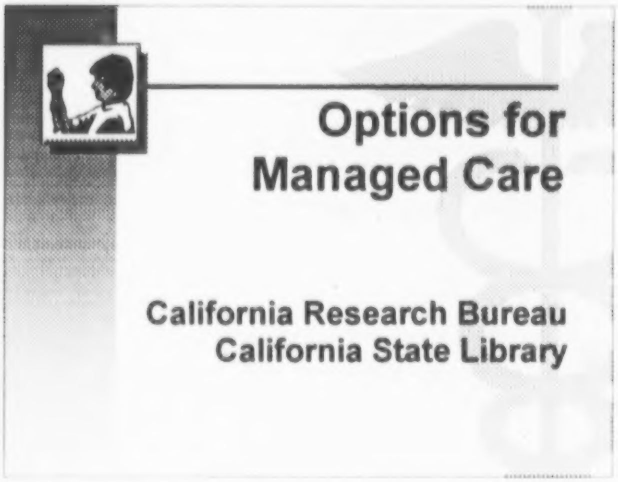

Options for Managed Care

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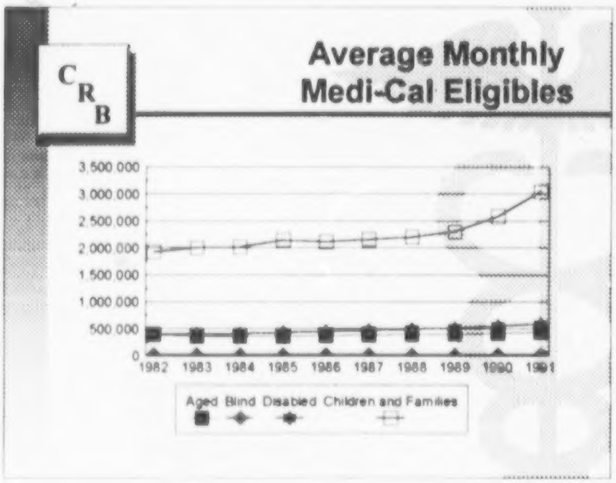
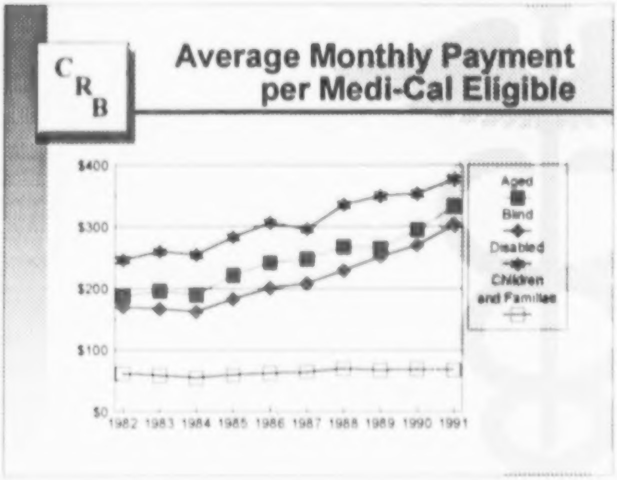
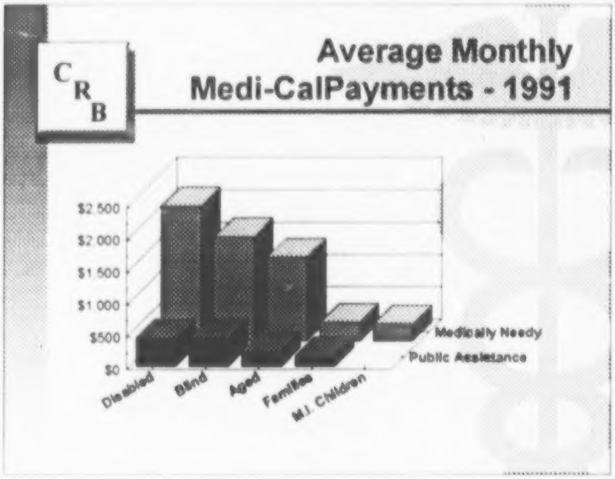


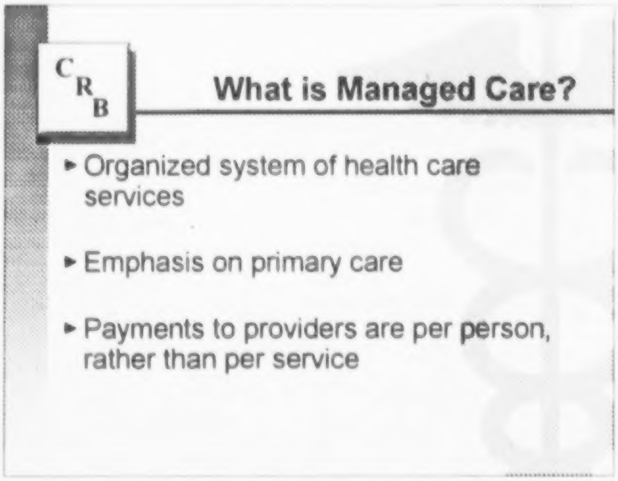
Average Monthly Medi-Cal Eligibles



Average Monthly Payment per Medi-Cal Eligible

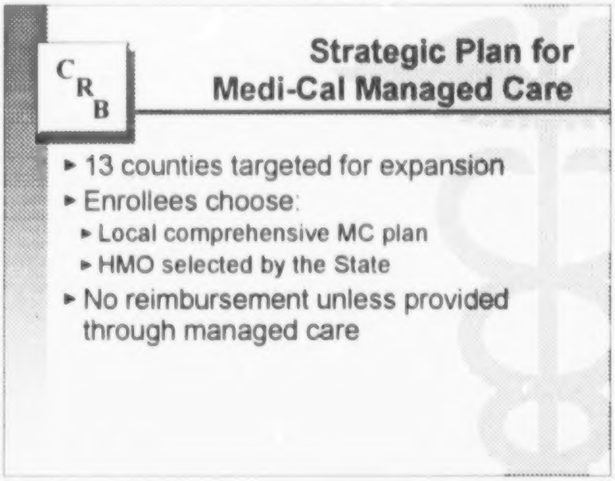


Average Monthly Medi-CalPayments - 1991



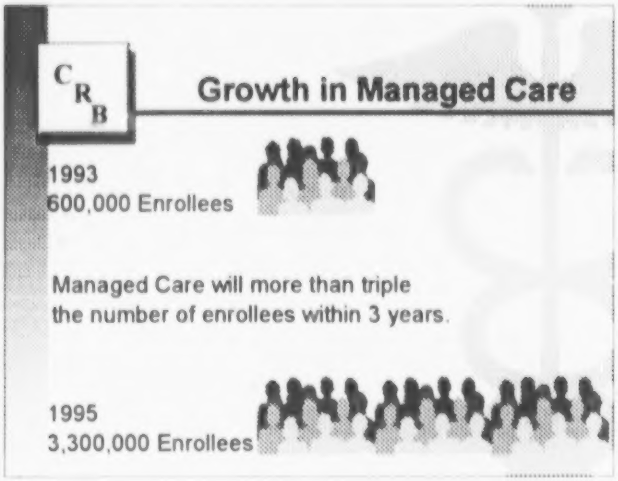
What is Managed Care?

- Organized system of health care services
- Emphasis on primary care
- Payments to providers are per person, rather than per service



Strategic Plan for Medi-Cal Managed Care

- 13 counties targeted for expansion
- Enrollees choose:
  - Local comprehensive MC plan
  - HMO selected by the State
- No reimbursement unless provided through managed care



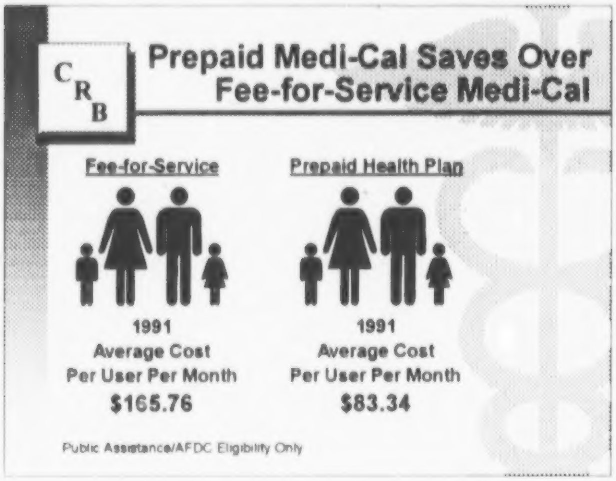
CRB

Growth in Managed Care

1993
600,000 Enrollees

Managed Care will more than triple the number of enrollees within 3 years.

1995
3,300,000 Enrollees

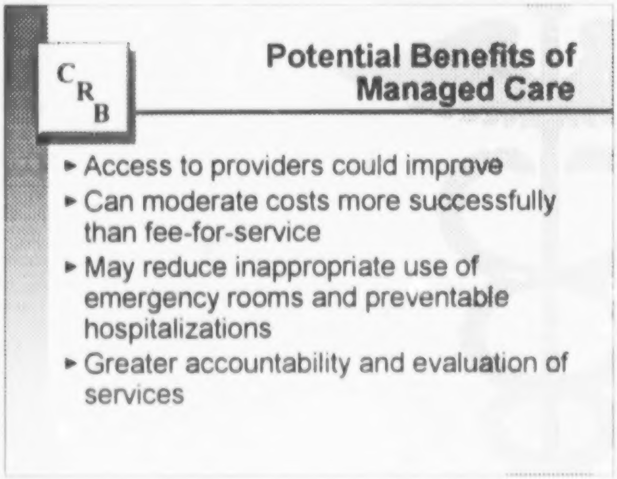


CRB

Prepaid Medi-Cal Saves Over Fee-for-Service Medi-Cal

Fee-for-Service	Prepaid Health Plan
1991 Average Cost Per User Per Month **$165.76**	1991 Average Cost Per User Per Month **$83.34**

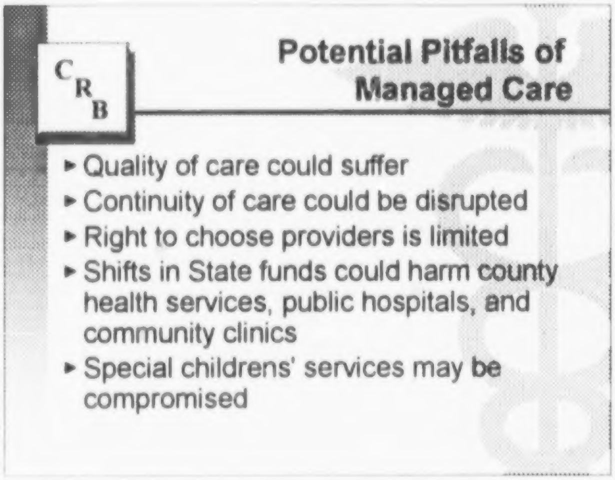
Public Assistance/AFDC Eligibility Only



CRB

Potential Benefits of Managed Care

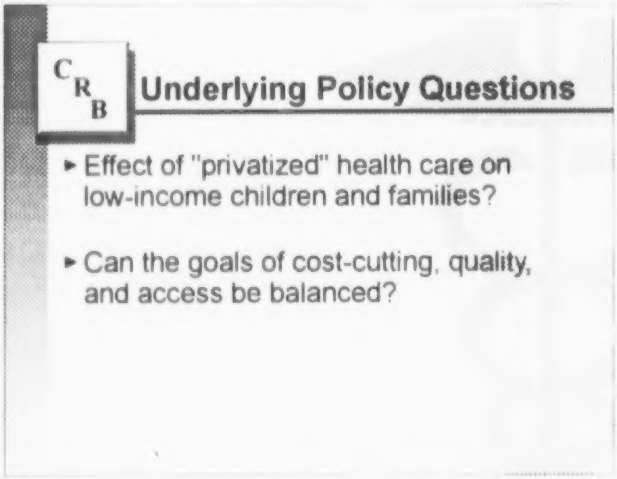
- Access to providers could improve
- Can moderate costs more successfully than fee-for-service
- May reduce inappropriate use of emergency rooms and preventable hospitalizations
- Greater accountability and evaluation of services



CRB

Potential Pitfalls of Managed Care

- Quality of care could suffer
- Continuity of care could be disrupted
- Right to choose providers is limited
- Shifts in State funds could harm county health services, public hospitals, and community clinics
- Special childrens' services may be compromised



CRB

Underlying Policy Questions

- Effect of "privatized" health care on low-income children and families?
- Can the goals of cost-cutting, quality, and access be balanced?

California Family Impact Seminar Series

California Research Bureau
California State Library

California Family Impact Seminar

- CAFIS is modeled after federal Family Impact Seminar (FIS) series
- National model now being replicated in many states
- CAFIS is a project of the California State Library Foundation, sponsored by the California Research Bureau

Seminar Goals

- Provide policymakers with access to academic, policy, and social science experts
- Provide non-partisan forum for important policy issues
- Encourage family-centered policymaking
- Provide research direction to academic community on issues concerning policymakers

Seminar Format

- Four to five seminars yearly on family related topics
- CAFIS Steering Committee provides input on topics

Seminar Format

- Each seminar two hours:
  - Hour 1: Focused presentations
  - Hour 2: Q&A from audience
- Each seminar accompanied by an in-depth briefing report

UNITED STATES NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

OPEN FORUM

LIBRARY AND INFORMATION SERVICES FOR CHILDREN AND YOUTH:

REDEFINING THE FEDERAL ROLE

CALIFORNIA STATE LIBRARY
LIBRARY AND COURTS BUILDING
914 CAPITOL MALL
SACRAMENTO, CALIFORNIA

Thursday, September 2, 1993
9:00 a.m.

PROCEEDINGS

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MR. STRONG: Good morning, ladies and gentlemen. Welcome to the California State Library. On behalf of the State of California, it is my particular pleasure to welcome the Members of the National Commission on Libraries and Information Science for a forum on Information and Library Services for Children and Youth: Redefining the Federal Role.

We have had a marvelous opportunity to get acquainted with the Commissioners that are here, and I know that today will be an enlightening day for all of us as we look at children and to the future in California.

Before I make a couple of brief remarks, it is my pleasure to ask Terry Kastanis, who is the Vice Mayor of Sacramento, to please officially welcome the Commission to the city.

VICE MAYOR KASTANIS: Welcome. My name is Terry Kastanis and I am representing the Mayor's office for the City of Sacramento.

The Omnibus Children & Youth Library Initiative was our number-one priority. As a librarian and a delegate to the White House Conference on Libraries and Information Services in July of 1991, your job as a U.S. Commissioner is a tough one... to convince Congress and the President that literacy and libraries for our youth is the nation's number-one priority!

During your stay here in Sacramento, I'm not going to suggest that you visit the zo or the railroad museum or Land Park or the restored State Capitol! There are wonderful attractions in our city, but I ask you to visit our new Central Library and the restored Carnegie Building. Ask about the lack of service hours, ask about our budget that was $20,00,000 just a few short years ago (3) and now it's barely $8,000,000.

Do visit our two new branch libraries and ask about our low staffing ratio and lack of materials. Go to Orangevale, South Natomas or Valley Hi and ask: "Where are your libraries?" Go to our elementary schools– see if you can find a library. Is it open or staffed or supplied with children's literature?

When you leave Sacramento, remember categorical aid– Elementary and Secondary Education Act of 1965, Higher Education Act dollars and LSCA funds that used to go directly to libraries, colleges, and universities. Don't leave the decision up to the principal or the city manager or the legislature or the governor on how much money we get; make sure it's direct categorical assistance to the library, or we may never see it! The federal government has a role and a responsibility for the literacy of its citizenry! Recommend to Congress that libraries and a child's ability to read and to learn must become the nation's priority or we will perish because of our inability to understand problems.

We are honored to have the Commission host this regional meeting in our city and we wish you well in these very important deliberations.

On behalf of Mayor Serna, welcome.

(Applause.)

MR. STRONG: This is a very exciting time for California. Even with all of the cuts and depressing kinds of news, we continue to find reason for hope and reason for being excited about the future.

One of the roles that the State Library has is data collection. One of the tremendous advantages that California has is that our population of children is ever-increasing. That is great hope, that is great news, because they are our resources for the future.

Unfortunately, our public libraries' ability in providing materials budgets for new additions to collections is decreasing rapidly. On the positive side, the use of resources in libraries on behalf of children and by children is increasing dramatically. Our programming to give them the backgrounds they need in using information and in keeping their love of reading and habit of reading intact is also taking a nosedive, as the cutbacks are a reality.

We will be issuing a report, analysis of our data and statistics a little further down. The comments that I've just made are based on about half of our libraries reporting this year. Liz Gibson, who heads up our data collection program, is very conscientious and this is the first time we've had comparable data on children's services. We've been collecting small pieces of that, and we're working and moving toward collecting more and more data on specific services for children and youth.

As a parent and as an individual who was once a child, I also want to leave us with the thought that what we're about here today is something very special as a resource to this country and particularly to this state. My daughter had a very interesting and wonderful experience this summer. She was one of the individuals selected as an Associate Vista and worked in an apartment complex in Rancho Cordova, part of the county area here. Her summer experience in working with about 70 youngsters from very diverse backgrounds has changed her life.

Working in libraries has changed my life. Seeing individuals connect with the written word, with the visual stimulation that art and other kinds of visual works bring, with the stimulation of our hearing through music and the spoken word, and with the excitement of technology as we move into the future, are challenges that should be met with no problem and no difficulty at all by libraries. That's the hope. That's why we're all here today and why we're so excited that the Commission is here in California.

With due respect to my western states colleagues who will be speaking a little later, we wish only to be a mirror for the West-- hopefully not quite as bad on the downside for the rest of the West, but certainly the same potential and excitement. We work very closely together in libraries in the western United States and it is extremely exciting for us to have you here today. If there are any courtesies at all that we can afford during the course of your time in California, please do call upon us.

It is my pleasure now to introduce the Vice Chairman of the National Commission, Elinor Swaim.

COMMISSIONER SWAIM: Thank you so much, Gary. We very much appreciate all of you being here today. We're looking forward to this. We could not have a more timely subject.

Last week in Spain, at the meeting of the International Federation of Library Associations, I heard the Secretary General of UNESCO say that literacy for children is the number-one problem in the entire world. So we are right on target as we meet today. It was great to be welcomed by someone who attended the White House Conference and is really one of us. Before we begin, I want to introduce all of the Commissioners who are here. It was great that so many could be present. Later on we are going to ask Wanda Forbes, who is the primary activist on the Commission for school libraries, to moderate our hearing this morning. With her is Dan Casey from New York. Wanda's from South Carolina. We have several Commissioners on the second row there: Kay Riddle from Colorado and Norman Kelinson from Iowa. We have three members of our staff: Peter Young, our Executive Director; Kim Miller, who's going to be the timekeeper; and Jane Williams, who's in the background.

All of you know about the Omnibus motion referred to by the Vice Mayor. The Commission has had a long history, a continuum of interest in the subject of children and youth services, beginning almost when the Commission began 20 years ago, and extending up until two weeks ago when, in Spain, we co-sponsored with UNESCO a landmark preconference on school libraries that brought together leaders from 28 developing countries.

One of our very first publications, 20 years ago, gave an analysis of the needs of children and young adults. That was called Library and Information Service Needs of the Nation. Then in 1975 we issued a document, Toward aNational Program for Library and Information Services, which had this statement in it: "Despite its fundamental role in educating the child and shaping his future information habits, the school library is deficient in many ways." That could have been written this year, I think. In 1977 we named a Commission task force on school library media centers because there was some concern that we had not expressed the role of the school library in networking. That came out as The Role of the School Library Media Program in Networking in 1978.

Then when the Nation At Risk report came out, we responded with this statement about "the importance of library and information resources to underpin all of learning and to the essential skills and proficiencies involved in finding and using information effectively." Then we issued another statement in 1984 which triggered a need on this subject within the Commission.

One of the most exciting things that we ever did under the leadership of Ms. Forbes, and also of Julia Wu of California, whom many of you know and who used to be on the Commission, was a symposium on the information literacy in Leesburg, Virginia, which brought together some of the outstanding leaders in the country on education. This conference was to create a new vision for education which would require fundamental changes in the way teachers teach, the way schools are administered, the way teachers are educated, the way schools are funded, and the way school library media programs are organized and implemented. We have available to all of you any of these publications that you might be interested in.

So you see that our interest in services for children and youth began way back. We have continued with the present hearings, and in the last year we have joined together with COSLA, with the American Library Association, the United States Department of Education, and the Council on Library Resources to pursue several goals.

First, to continually communicate with the Administration and emphasize our intent and ability to support attainment of the National Education Goals. Second, that libraries are essential as tie-ins with other programs and support for education reform and pursuit of information literacy for young people. Third, research and statistics on the status and prospects of services for youth, including very important statistics on the relationship between student performance and the quality of school library media centers, such as the research being done in Colorado. And fourth, increased public awareness of the contributions and needs for library and information services for children and youth.

That brings up to today. I want to say how much we appreciate the services of Bessie and other members of the staff who have made arrangements for us here in California. We particularly appreciate the day that we had yesterday where we learned how this state library operates. Although we may hear about lots of problems, we think that you have a great deal to be proud of in this state with the way your state library operates and with the innovative programs and particularly the research that it does.

So I'm happy to turn this over now to Wanda who will moderate for us today.

COMMISSIONER FORBES: Good morning again. I'd like to join Elinor in thanking you all for your hospitality here. We've enjoyed our visit very much. We think the forum will be a very useful event.

This is the second open forum that the Commission is hosting to explore the changing federal role in library services for young people. The first was held in May, in Boston. We will be glad to send you a copy of that report if you'll sign up on a list we have, I think, back there on the table.

The forum in Boston and the one today have the same goals, and I think it's useful to review the purposes as stated in the July press release from the Commission. Forum participants from California and other western states have the opportunity to give their views, reactions, suggestions, and proposals on issues related to the conditions of today's children in society, including the following: t

The status of library and information services for children and youth, especially as Ms. Swaim mentioned, how student performance and the quality of the school library media center are related. We know now that there is a direct correlation.

The role that libraries can play in achieving the six National Education Goals. We just have to get the story out.

The nature of federal support for technology in library programs for children and youth. We're trying to figure out how this can be done and how school and public library partnerships should be developed.

How libraries might develop programs for latchkey children and young adolescents, and outreach services for youth at risk.

The community library's role in offering parent/family education programs for early childhood services.

I like what Frankie Pelzman wrote in her Wilson Library Bulletin column of January this year about the Commission's roles regarding reauthorization of the Elementary and Secondary Education Act and the Library Services and Construction Act. Although this forum isn't specifically about ESEA and LSCA, the roles for the Commission that Frankie described still apply, I think. They are, one, helping a multitude of voices that speaks for libraries and schools and children develop policy positions that enhance rather than fray the potential for substantive change. And two, identifying those areas that might be open to change that could improve programs and strengthen resources.

As Frankie's article continued, and I quote, "The Commission is the only independent federal agency mandated to provide policy guidance to Congress, and to the President, on library and information science matters." The National Commission is not a voice for the profession. It is a voice for the users of libraries and information services. We want and try to be in partnership with others for the greater good.

So now we're ready to focus on children and young people today and the goal of going about serving them. You will notice on your schedule that ten minutes has been allotted for each speaker. I don't think that's been changed. That includes five minutes for each prepared statement and five minutes for a few questions, which any of us will try to respond to.

Kim will hold up her hand when you have one minute left. She'll give us the same signals for the question-and-answer part of the ten-minute segment. We have many interesting speakers today and we appreciate your cooperation in keeping this on schedule. If you brought copies of your prepared statement, please give them to one of the staff: Kim Miller, Peter Young or Jane Williams. If you have not registered, please do so at the break, because we'd like to have a record of everybody who's here, observers as well. October 15 is the deadline for submitting written statements for the record of this forum. Around the end of this calendar year we expect to publish the results of the forum.

We want to be as relaxed and informative today as possible. Thank you all again for being here. We're going to begin with Sandra Simpson-Fontaine, Vice President for Policy and Legislative Affairs for Children Now.

MS. SIMPSON-FONTAINE: Good morning. I first want to thank the California State Library, and then, of course, it is indeed my pleasure to be here before the National Commission on Libraries and Information Science and to have this opportunity to speak to you today. I will say that I thought I had ten minutes totally in terms of statement, so I'm just going to try to figure out how to break that down to five, if you'll bear with me a little bit.

I was asked to be here because Children Now has had a long-term partnership with the CaliforniaLibrary Association, a group that has been more than willing to make available the information and data and resource books that we publish.

I thought first of all I'd start off by giving you a little bit of information about the organization. Children Now is a nonpartisan, nonprofit, California-based policy and advocacy organization for children. Children Now acts as a strong and independent voice for California's 8.4 million children who cannot speak for themselves. Children Now has uniquely combined public policy expertise, mass communication strategies and community outreach to focus new resources and attention on the needs of children.

Our policy, communications and outreach activities promote an integrated and preventative approach to investing in children, an approach which is designed to build a partnership among policymakers, the private sector, service providers, the media, concerned volunteers and, of course, parents. We are financed through foundation grants, individual donations and the support of corporate and entertainment entities.

I'll give you some idea of the kinds of things that we do. We publish an annual report card on the status of children in California, where we basically give the state a grade on how it is responding to the needs of children. We report grades on the categories of health, education, family life and teen life. We have an extensive legislative program. Last year we were able to get legislation passed that established a voluntary paternity program.

We also were responsible for the establishment of a bulk purchase program for the state to buy vaccines for the immunization of children. We have taken that legislation and worked with the state to put that money back into the state immunization program that allows for the expansion of our Kids Care Fair programs, which are immunization and health screening programs that we do for children across the state. We do those in partnership with county government, the State of California, Department of Health Services, and with corporations who are basically the underwriting funders for such programs.

Last year being a major election year, we issued a Vote for Kids Guide 1992. We thought it was really important that people understand the kinds of issues that were facing children. Although we do not endorse any particular candidate or party, there were ways that we felt it was important that people could identify the kinds of issues that were important to them and their children, and questions that they should all be willing to ask candidates at all levels to find out exactly where they stood with respect to moving an agenda for children.

We have issued a number of white papers on everything from child support and immunization. We also, as I said, do a lot of work with media, so that we put together major media campaigns where we actually produce public service announcements. We get a substantial amount of *pro bono* work from major companies throughout the United States, who help us put together and carry out our public service announcements on a variety of issues.

This year we have updated our county data book, which county governments find to be most useful in terms of identifying where they rank with respect to providing services for children and throughout the rest of the state. This gives them a thumbnail sketch of how they are doing within their particular county. I brought a copy of one as an example to show you.

We also did a benchmark card this year, which basically was our report card. We called it a benchmark card because we laid out all of the indices on the categories that we used to grade the state, but we didn't give the state a specific grade this year. Our primary reason for doing that was because we really wanted to begin to focus on solutions. We spend a lot of time directing people to what the needs of children are and the concerns they have, but we felt it was time to begin focusing on what were the things people could do. We provided the information in terms of the ranking of the state on the particular issues, but we also provided an opportunity where we did a major event in which Children Now recognized 12 programs throughout the state that were making a significant difference in children's lives. We recognized government programs, individuals, community programs, corporate programs– the gamut– so that people would have an opportunity to see that across the board folks were trying to make a significant difference with respect to children.

We also issued a citizen's action guide where we provide 100 ways that people can help children. Of course, one of our many solutions or suggestions is what they can do in the libraries to work with kids. We've been able to do the citizen's action guide statewide and have also regionalized the guide for the larger counties in California.

We will be doing a ballot guide this year on the propositions coming up in the 1993 special election. Our ad campaign this year is directed towards the health issue and citizen action, and we will be publishing a white paper on school choice from a children's perspective.

We are particularly interested in children that are at risk, and that comes up from the data and information that we collect. We found out this year, as we did our county data book, that in urban counties there is a growing proportion of children dying from a preventable teen death, and that was primarily as a result of teen homicide. We discovered that Los Angeles County had 61 percent of all teen homicides in the state, which was absolutely phenomenal. It was, of course, symptomatic of the fact that there's so much gang warfare in Los Angeles.

One of the other key facts that we discovered as a result of the data and research that we did for our benchmarks, was that the poverty rate in California is increasing. Now one in four children in California lives in poverty. Just a couple years ago that had been one in five.

These are very significant changes in what is happening to the children in the State of California, which only points out how it's absolutely necessary that we come up with solutions to things to improve the lot of children. I'm involved in this business because I was one of those at-risk children. I grew up in a low-income neighborhood in Chicago, and probably the only thing that was unique about the particular neighborhood that I lived in was that it happened to be racially diverse, and we had an exceptionally good public school, grammar school, in the area.

One of the reasons why I think that school was so unique and different is that we had an incredible woman who headed up the school library. Not only did she have the desire to have us all become familiar with the school library and offered reading programs, she also took the time to make certain that we all learned how to use the public library services as well. And we would. I mean, the school library was just a place where you felt very comfortable.

The bookmobile would come to the neighborhood because we didn't have a public library within the neighborhood. One of the things I recall about what the library did for me was to really open up a whole new world. I think that if I hadn't had that opportunity to read, to discover all the kinds of things that were available or could be available to me, all the places in the world that were out there to go to and to see, I would have had a very, very limited view of who I could become and what I could become.

One of the things I remember so vividly in growing up was the major competition between my brothers and me. I was the oldest of five, and we used to compete on who could read more books in the two weeks that we could keep the books out of the library. When we finally had read everything that was in the bookmobile, my parents agreed that we could start going to the public library, even though we would have to take a bus to get there. It was amazing because it was the only place that they would allow us to get on public transportation by ourselves to go to. I mean, we'd had other ideas about places we would like to go to —

(Laughter.)

MS. SIMPSON-FONTAINE: — but they had said "No." But anytime we said, "Look, we want to go to the library, we ran out of books," they said, "Fine." The thing I'm most amazed about is that it never occurred to us to go somewhere else. I mean, it was like, we get to go to the library, so, fine. We'd pack up our books and get on the bus and go to the library where we would stay most of the day and get back before it got dark, and you know, we'd have a new stack of books. It was just incredible. I can remember reading about France, reading about Germany and other places, and I said, "Oh, gosh, one of these days I'll get a chance to go there."

Now, you have to understand this is an amazing thing for a young African American girl whose parents had barely made it out of high school. We were living in a low-income neighborhood and we were, indeed, probably the poorest of the poor there. But already, by just reading, I had created expectations for myself that later my parents would say they often wondered how they were going to be able to meet. I decided early that I was going to college and my parents said they had no idea how they were going to finance my going to college, but as it turns out I got a scholarship to go, so it wasn't an issue.

The whole idea is that you provide opportunity, and consequently ways will come about in order for people to achieve the things that they know are out there for them.

So the library was like an incredible place for me. Of course, those dreams that I had, and still have, in the course of my life, I have been able to achieve them. Y es, I've been to France, I've been to Germany, and I've been a lot more places throughout the world.

One thing I remember is that, growing up in Chicago and going to school on the East Coast, wherever I went I always took my books with me. When I graduated from Mt. Holyoke cum laude and was accepted to Boalt Hall School of Law, the only thing that I was really concerned about getting to California were my books. And we must have packed books for a week. Fortunately you can ship them book-rate, so they all came with me. When I graduated from law school and got my first job, my first major purchase was not a new car, was not a new house, but was, in fact, a set of Encyclopaedia Britannica. The idea that I was going to set up household and not have my own reference library, I just couldn't fathom. So that's what I did with my first tax return.

I now have a two-year-old son and the one thing that I want most to be able to give to him is that enthusiasm about reading and about libraries and about all the wonderful things that are there. The one thing that I know is that libraries can teach people to educate themselves. The happiest moment in any day for us is when my young son comes up to us and says, "Mommy, Daddy, read to me."

With that, I'll leave you. Any questions?

COMMISSIONER FORBES: Now we have Nancy Zussy, who's President of the Chief Officers of State Library Agencies.

MS. ZUSSY: Thank you very much. On behalf of the Chief Officers of the State Library Agencies, or COSLA, I'd like to thank the Commission for your reception of my remarks today. On my own behalf, I'd like to offer my gratitude to my colleague, Gary Strong, and his wonderful staff, not only for a very good briefing yesterday, but for their usual warm hospitality.

In the current series of hearings, the National Commission is gathering testimony on something that is vital to American life, something that is also going to pose some challenges to libraries– services aimed at, and for the benefit of, our children and young adults in this country. Never has it been more difficult for us practitioners to design such services. Yesterday we heard an excellent presentation on some of the difficulties in fashioning public services. I'll try to cut my remarks so as not duplicate yesterday's presentations.

We heard about such things as the burgeoning size of government– well-meaning public administrators, like myself and legislator-type people, who see a problem or a symptom and wish to do something about it, who sometimes, without being able to examine what's in place, start yet another bureau or another committee or another agency to deal with that problem. Well-meaning, but not necessarily always the best way to use finite resources. Citizens then see their government as trying, but perhaps not succeeding as well as they would like. Those of us who are trying to work within that milieu are again well-meaning, but trying to work within those constraints.

In libraries we have some additional concerns or things that we have to deal with that I would like to add to what you heard yesterday. One is the elusive "magic of technology" as a solution to many of our problems. To say that technology is exploding all around us is almost a foolish statement when our good personal computers are being replaced by yet another very good machine every several years. But technology is challenging us to do business in different ways and it's also leading to what we in librarianship see as a rather disturbing trend– a widening gap between a portion of our citizenry that is very rich in information access and another part of our citizenry that's very information access poor.

This is applicable not only to adults but very much to children. We all can imagine a child with a computer and we brag and are happy that our children are very computer literate. But by no means is this applicable to every child. Affluent children, middle-income children, yes. But so often the rural child or the inner-city child does not have access to this technology that is seen as being perhaps the answer to our funding problems, at times. Technology can dazzle us with its possibilities and oftentimes financially strapped administrators will opt for seemingly logical, but perhaps somewhat near-sighted, decisions. For example, assuming that because the computer is the window on the child's world, or that every child must surely have access to commonly commercially marketed software, which I won't name, but which often includes the text of an encyclopedia, then automatically a youngster then has a complete window on the information world.

We in our profession talk with some excitement about the "library without walls." But too often, I think, those of us in administrative positions may be too quick to want to "bulldoze the walls down" before we are sure that the essential alternative structures are in place and that the things of value in libraries are truly available. We must proceed with care to make sure that in "stepping from one ice floe to another," we don't slip and get wet in the meantime.

We daily hear the idea of reinventing government and I personally feel that is a good thing. Many of us in this room do. But too often we're finding, as it's being implemented, that it's merely a means to save money, not a bad thing, but savings can occur at the expense of programs that are vital to youngsters. We have only to look at what has happened in many jurisdictions to libraries that serve children to see that that is true. We hear from everyone that our youngsters are important, that we must invest wisely in our future, and they are indeed our future.

We see a move toward focusing on health services, nutrition services, safety services for children and for their families on their behalf. Unfortunately, though, this investment doesn't automatically transfer into tangible support. Indeed, so often the hole of service support has become so deep that there's very little visible light from the bottom. We must be realistic. We, the public, often have a passion to solve every problem and we're very good at coming up with solutions, but oftentimes our passion for paying for the solutions isn't quite as great as our passion to invent solutions.

So those of us who are in public life, who are administering programs, who are working within programs, who are advising people in programs, have a particular job to do. Part of that is to look very, very hard at our priorities and to make sure that when we are looking at services for all ages, particularly for children, we're not just looking at what is aimed at a child, but also what is aimed at a family on behalf of a child, or what is a good way to better use finite public resources so that we can free up money for services that positively affect children in some way. Those of us, including the Commission and libraries, and those of us who represent libraries. need to work together to put our public policies together with care and to effectively form good partnerships, not just with each other, but with others.

As COSLA has seriously considered some of these issues I've touched on, we've arrived at a number of conclusions. First, we feel strongly that there is a continuing role for the federal government, the state government, and obviously for local governments, and probably the private sector as well, in assuring that all Americans have equitable access to the information they need and to the skills required to find the things that they need, beginning with our youngest folks and continuing through our not-so-young folks.

It's highly desirable that any federal role in library and information sciences mirror and support national priorities as they reach a certain level of national consensus. We are still a nation of diversity. We're increasingly a nation of diversity. Coming to national consensus is often difficult, because we all have very legitimate good needs and desires. We also need to be– I'll use the term *nimble* enough– able to change as those priorities change over time. We believe it's counterproductive to continue to design and deliver services simply group by group, to put people in pigeon holes and assume that all the people within a particular pigeon hole have the same needs. One child is not necessarily the same as another child, just as one young adult is by no means the same as another young adult.

We need to honor the diversity within those groups because children, like the rest of us, are very different and have very different needs. We in COSLA feel a far better approach is to focus on the information needs that all people have in common in their daily lives. Then, as we plan our services and develop our policies, we take into account the richness of diversity, as opposed to planning, aiming at the diversity, and sometimes forgetting about the overall goals and needs. State library agencies, acting in concert with other state agencies, in leadership at the national level, actually offer a unique arena in which the differences among the states can sometimes coalesce into effective consensus.

COSLA is a fascinating organization for those of you who know much about it. It's one of the few places that I know of in the library world where people with very legitimate, very differing needs and concerns and mandates come together and rise up from a table after days or hours or weeks of work, with workable compromises. A prime example of that is our current work on drafting a dynamic reauthorization of LSCA, which is scheduled for consideration by the Congress next year.

State libraries are finding that economic development and redevelopment, equitable access for all citizens to publicly and privately generated information through the use of technology, lifelong learning and literacy, diversity, urban distress, bringing urban services to rural libraries, and obviously the education of our youngsters of all ages, are emerging as critical priorities on the national agenda. Fortunately, libraries have been interested in these issues for years.

COSLA is giving special attention to measuring the results of our drafting effort against two very important previous pieces of work, the resolutions of the 1991 White House Conference and the National Education Goals. In fact, we are even putting together a document that compares components of the proposed reauthorization to those important pieces of work. I'm pleased to report that the LSCA draft consistently intersects with those two documents, time after time. The resulting draft reauthorization promises to be not only an exciting direction for our libraries, but an outstanding example of federal policy implementing national goals (national goals with a small "n", small "g"). At the same time, the draft is flexible because it's state-based and accounts for the great diversity among the states.

I want to emphasize, finally, that strong, continuing partnerships are crucial. The Commission and COSLA have a long, rich, and good history in this. I would like to close by saying we're ready to continue that good partnership and look forward to working with you next year on reauthorization of LSCA.

Do you have any questions?

COMMISSIONER FORBES: We do have a few minutes for questions.

COMMISSIONER CASEY: Give us a little bit more benefit of your thinking on the Elementary and Secondary Education Act and also LSCA, as they come along for reauthorization, please.

MS. ZUSSY: I must say I'm not really prepared to speak to ESEA, and COSLA has not dealt with it at great length as an issue. We've been concentrating on LSCA. In some states, however, because some state library agencies are located within the departments of education, some individual state libraries have been doing some work. I'll be glad to find who those are and get those to you, if you'd like.

The reauthorized version of LSCA that we're looking at has far fewer titles, acknowledges the needs that have been in the previous titles, as they exist to a greater or lesser extent in the various states.

COMMISSIONER CASEY: Do you know what titles you're considering eliminating?

MS. ZUSSY: It isn't so much eliminating as reorganizing. We're collapsing various ones into several titles, and I haven't seen the final draft to be able to tell you. It's being worked on this week.

COMMISSIONER SWAIM: I'm sure you find that every state has a different use of LSCA funds and that it almost needs to be customized and each state needs to have its own plan of how the money can best be used.

MS. ZUSSY: The concept of the long-range plan, made sharper, if you will, by an annual program, has worked very well, I believe. Washington State is different even from California, though we are western states. We're both certainly very different from Maryland or Rhode Island.

The beauty of LSCA has been that it has set forth priorities from the federal level, but then each state looks at these priorities, studies them and then uses that money in the best way that will help the citizens of that state. That approach is somewhat unusual, because many federal programs don't do that. They take the approach, "Here is the use you may make of it." If that use doesn't apply to your state, then you may be stymied for the use of that money. So that has been a tremendous strength, and we want to keep that state-based idea very strong.

COMMISSIONER SWAIM: Well, we certainly do praise the Chief Officers of State Library Agencies as a number-one partner as we proceed. We look forward to working with you on many occasions.

MS. ZUSSY: Thank you very much.

COMMISSIONER FORBES: Nancy, do you know of any good models where public libraries and school libraries really work together?

MS. ZUSSY: I could probably be up here all day to tell you of so many. Obviously California has done tremendous workin this area; you saw much of that yesterday in some of their presentations.

All of us, I think, all 53 of us, 54 of us, do a lot of work in trying to get public libraries and school libraries to work well together. Some states have provisions to combine their public and school libraries. If you're interested in specific models we can perhaps try to get you some.

COMMISSIONER FORBES: Any other questions?

MS. ZUSSY: Thank you.

COMMISSIONER FORBES: Now we have Joan Kerschner, President of the Western Council of COSLA.

MS. KERSCHNER: Good morning, Members of the Commission, here and in the audience, and to Gary and your staff, thank you for your hospitality.

My name is Joan Kerschner. I'm the Nevada State Librarian and I'm also the President of the Western Council of State Librarians, which is a smaller group than COSLA, of which Nancy is the President. I represent the states that are west of the Mississippi primarily. There are one or two exceptions.

Today I'm going to focus on a concern that was brought up at our last meeting when we met in Boise in the spring. We usually try to spend a considerable amount of our time at these meetings communicating about what our current problems and situations are in the states. It became an emerging cry at that meeting that people are very concerned about the school libraries in their states with all the budget cutting that's going on and what is actually going to happen with them. They were so concerned that at that meeting they asked me to direct a letter to the National Commission expressing our concerns and also to begin a research project to try to draw a picture of what might be changing in the school libraries in the West.

I started my career at school libraries over 25 years ago and that was in– I noticed our Vice Mayor Kastanis mentioned ESEA Title II– the good old days. I started my career in school libraries in those good old days when the money flowed down directly to the school libraries and we felt like we had a real budget and a real priority in the school.

It was in those days when I was both in Nevada and Indiana for some of my school library career, that we were talking about building school library and media centers as the hubs of the school. Even in Indiana a number of schools were built on a physical model like that, where the library was in the center and the classrooms were the spokes going out from it. At that time we all had a dream that that's the way the whole world would be, or at least the whole United States. But I'm sorry to say at this point that we have failed to achieve anything close to that model. In recent years we may have slipped back from that goal further than we were at the time.

According to the Heritage Foundation, the average expenditure per pupil for education in the United States is $5,261. All of the states that I represent in Western Council here today fall below that national average except for Alaska. Alaska, of course, has an excuse: the cost of living is very high. I have a bleak picture to paint for you from a comment that I got from Alaska in some of this research. A comment made by their state librarian is that there are 470 public schools in 54 school districts in Alaska. Six districts have certified librarians in all schools. Overall, they estimate that fewer than 200 schools have anything resembling a library media center and, of these, fewer than 100 would be providing minimally acceptable service. Alaska is probably the extreme example of the types of states we represent which have the very small, rural, far-flung schools and classrooms. Therefore, they have the problem that's typified throughout the West of the expense of providing service in that type of setting.

From South Dakota, another state characterized by small, remote districts, the majority of the students in their districts have under 500 students K through 12. Their state coordinator reports the average copyright date for a school library in South Dakota is the late 1960s through early 1970s. She states, "A high school library that I evaluated last May had an average copyright date of 1961. It is not the least unusual to find a very significant decline in collection development that starts around 1983 and continues to the present. I connect this with the demise of Title IV-B. In other words, when there's a federal presence in the western states' libraries, there is more of a priority in the local schools. For some reason we all get more respect from the principals and the school districts if there's some little amount of money or some priority shown, including standards-setting and that kind of thing, from the federal level."

There is some good news in the West. Most of the states in the West are developing or updating standards and are doing those as state-based standards, many of which require school librarians in the schools for accreditation. Colorado, for example, has just completed its draft standards for information literacy, school media standards. Other states, such as Nevada where I'm from, and Wyoming, and there are many of these, but these are two I know for sure, have worked hard to make sure that our statewide networks include schools and all their holdings. We're trying very hard to make sure that the records of the school libraries' collections are all in machine-readable form.

We all believe that there is an important federal/state partnership that needs to take place for school library and media centers to flourish. And we also believe that NCLIS can take a very strong leadership role to help set that priority at the federal level. The problem at the local level and the district and building level obviously is tight budgets and the fact that in tight budget times library and media programs are not made a priority. We think that we need to get the message out that this must re-emerge as a priority at the local level and we can do that by setting a good example at the state and federal levels as a priority.

The other area where I think we're doing well is with technology awareness. In almost every state the principals, the superintendents that I've talked to are very aware of Internet, very aware of the schools' need to connect, very aware of the need for school libraries to participate. We need to continue to be sure that funding that comes down from the federal level or programs, always, whether it's specifically for libraries or not, include and mention libraries and school libraries.

I'm going to leave you with one anecdote from Mesquite, Nevada. It's a town about 100 miles from Las Vegas, or anywhere else, and it has a student population of 530 people. The principal there took it on his own initiative to do a survey of all the kids who left Mesquite High School and went away to college over a four-year period, about their successes and failures. One of the questions that he asked on his survey was what is the most important thing that you feel that Mesquite High School did not give you in order for you to be successful in college. For all four years, according to his survey, the overwhelming response was that they felt a lack of access to libraries and information services and the technology that it takes to search databases and be familiar with a public or school library. Because it is such a small town, this principal's budget did not increase. However, he is now wired for the 21st century and his consciousness has been greatly raised.

Sometimes we know it doesn't take more money; it takes a priority, it takes getting the message out, it takes somebody at the state and federal level also to give these people a little push, a little prod so that they will know that we all think that that is much more important than softball or whatever is taking the priority in that particular area.

I am preparing a formal paper based on some statistics that paint a picture of the school libraries in the West, which I will be submitting to you before October 15th.

Thank you.

COMMISSIONER FORBES: Thank you so much. The next speaker is Ellen Fader, Public Library Consultant, the Oregon State Library.

MS. FADER: Thank you for providing time for me to speak today. I'm here to share some of the exciting activities that are happening in the State of Oregon.

In 1991 the Oregon Progress Board, under the direction of Governor Barbara Roberts, established a list of measurable goals called the Oregon Benchmarks. The overall goal of the Benchmarks program is to achieve the best quality workforce of any state by the year 2000. Education plays a large part in achieving this goal and many of the individual benchmarks address objectives in areas in which formal and informal education, such as that which occurs in a library setting, play a major role.

The number-one urgent benchmark highlighted by the Progress Board, because of its critically important role in the transformation of Oregon, measures the percentage of children that kindergarten teachers determine are ready to succeed in school.

In November of 1992 the Joint Interim Committee on Education Work Group, composed of legislators and representatives from a variety of libraries throughout Oregon, including the Oregon State Library, conducted a study of libraries resulting in a report to the Joint Interim Committee on Education. The Library Work Group determined that public libraries are the most important resource to meet the Oregon Benchmark focusing on children's readiness to learn and succeed in school. The group stressd the role libraries play in "preparing preschool children for learning through pre-literacy programming, developmentally appropriate books and other library materials for young children and outreach to parents of young children to provide resources, skills and encouragement to foster an enjoyment of reading."

The committee recommended that Oregon target its existing program of state aid to public libraries for purposes of improving services to children with an emphasis on reaching more preschoolers and their parents with readiness-to-learn programs and resources. I am proud to announce that the Oregon Legislature passed this recommendation into law and we are now reviewing the first set of grant applications that will award state aid to public libraries in Oregon on an 80 percent per-child basis in each governmental jurisdiction with an additional 20 percent based on square mileage served.

We are seeing proposals for many exciting projects. Some libraries are adding materials to children's collections that desperately need refreshing. Some are hiring staff to provide storytime to preschoolers in libraries that have not had this program.

At least one library is offering a special seven-week series to parents that have children in the Head Start Program with the objective of introducing these typically non-library users to the variety of resources that can help with the total development and educational success of their children. Some libraries will be creating multimedia resource kits on high-demand subjects for daycare teachers to use. Books, puppets, flannel boards, finger plays and songs will enhance the teachers' ability to share library materials with their students. Other libraries will go out on the road with story times and deposit collections in daycare settings. At least one library will be spending its state aid on informational brochures to acquaint new mothers with library services.

The number of dollars that comprise our state aid program is modest, $345,879 per year. But we believe we are the first state to act on the knowledge that public libraries are the most consistently available public resource to prepare all young children to learn.

I am here today to encourage you to recommend that the federal government take a similarly strong position on the importance of public libraries in the lives of families and children. Specific actions most in need concern funding to support innovation and fostering partnerships. The continuation of federal funding for libraries is critical to support the improvement and extension of library services for children. Although Oregon's libraries, as in many states, have problems stemming from inadequate local support, exacerbated by property tax limitation, we don't look to the federal government to solve these problems. Federal LSCA dollars in Oregon are used in a research and development manner through our competitive grant program. Many of the projects we have funded with LSCA, such as the story mobile to daycares and a parenting center, demonstrated to local government the value of continuing the service and provided a laboratory where other libraries could see how to replicate the activity.

Some of these projects are now being adapted by Oregon libraries using our new children's services improvement grant state aid program. We also funded needed research through a statewide analysis of public library services to preschoolers, parents and care givers, entitled Opening the Preschool Door to Learning. This report offers direction to library staff on how to develop services for these targeted groups and suggests areas for future research. We want to continue to innovate with LSCA, ideally with an increase in dollars.

The recently inaugurated Library–Head Start Partnership Project, a cooperative project of the Center for the Book in the Library of Congress and the Head Start Bureau of the U.S. Department of Health and Human Services, is an example of how federal leadership and funding can assist in establishing models for partnerships at the local level. Similar collaborative projects would benefit public libraries and the children they serve. Oregon recognized an urgent need concerning children and their future and acted to create a library program to respond to the need. I urge you to do the same.

Thank you.

COMMISSIONER FORBES: Elinor, do you have a question?

COMMISSIONER SWAIM: I was wondering if the new state aid, specifically for projects related to children, is in addition to other state aid?

MS. FADER: This is the total state aid program, which was formerly on a per capita basis for libraries to pretty much use as they wanted. It's now completely changed over and all the state aid goes only to establish, improve or enhance public library service to children ages zero through 14.

COMMISSIONER SWAIM: And is it available only on application for —

MS. FADER: Yes.

COMMISSIONER SWAIM: — specific programs?

MS. FADER: Yes.

COMMISSIONER SWAIM: It's not just handed out?

MS. FADER: It's not just handed out. Libraries apply and they need to provide us with a paragraph of how they intend to spend the money. For grants under $1000 they need to establish one measurable activity or objective. For grants over $1000 they need to write three measurable activities. A year from now, when we collect our annual statistics from libraries, they will be asked to report on how they succeeded in reaching their measurable activities.

This information will be used to report to the Oregon Legislature to explain what our new state aid program has accomplished. We have "x" number of children who never had storytime before and are now able to attend, or this library, which had an average publication date of 1961in its children's collection, now has some books in which people have reached the moon.

COMMISSIONER SWAIM: How many public libraries are there in Oregon?

MS. FADER: There are 125 separate administrative units; including branches, we have 217 public libraries.

COMMISSIONER FORBES: Commissioner Casey has a question.

COMMISSIONER CASEY: I wish to direct this to both Ms. Kerschner and Ms. Fader, because it relates to the Western and Pacific Northwest states, and it's a subject which has not been treated this morning, namely, the education of professional librarians. We're made a great plea for additional funding from local, state and national levels. Once the money is obtained, are we going to produce professionally qualified individuals? Are they aware of different cultures, different languages, unique book collections, things of that nature?

I do think that considerable attention has to be paid to this subject in the schools of information service, library schools and so forth, so that there are produced professional librarians that can cope with the changing situation. Maybe I'm answering my own question, but the point is I'd like to have your judgment, based on the West Coast. Is there availability of professionally qualified librarians? Should there be more training? Should the federal government be more generous in scholarships? What should be done to generate more master's in library science people?

MS. FADER: I definitely agree with you and I think you have somewhat answered your own question. We have a very serious state concerning professional education in Oregon, in that it has been many many years since we have had professional library education. We do not have a library school there any longer and so anybody who is in Oregon that wants to have a degree in library service must leave the state.

I have observed that the majority of children's librarians working in public libraries in Oregon are not professionally educated. This has a tremendous impact on the quality of service that the children and families receive. One of the things that we do to try to alleviate this problem is every other year, using LSCA dollars, we offer a basic librarianship institute for paraprofessionals employed in libraries. I am pleased to announce that next week we will be having the first basic librarianship institute that will be totally devoted to children's services in public libraries. It's a three-day, on-campus institute where participants get total immersion in all of these areas that you have mentioned. There's no way, of course, in three days we can recreate a professional education, but we hope that we're putting people on the right track.

Specifically in response to your question, I'm the one teaching collection development during these three days, and I do plan on stressing diversity in collections and services which we desperately need to discuss in Oregon, not being a terribly diverse state. We are also working with Emporia State University to bring distance learning to Oregon so that we will have opportunities for people to have professional education.

COMMISSIONER CASEY: Are you going to advocate that boards of trustees of public libraries, boards of education of public schools grant sabbaticals to their professional librarians so they can be enriched, or if they do not have MLS, maybe a bachelor's degree, they can advance into MLS? Now I don't know how practical that is because, as you say, there's no library school in your state, but as a general practice or policy, are sabbaticals granted? Do you advocate such a practice? Also, it's not enough to grant the sabbatical to a person. Are you going to help with the funding, the tuition? It's very expensive.

MS. FADER: Oregon libraries are in a desperate financial situation now, as they are in many states, especially California. We have many people that couldn't attend the three-day institute because three days was too long for them to leave their library. Many people couldn't afford the $60 from their library budget, which is all we charge for tuition. They needed to get scholarships for the $60. The idea of encouraging a sabbatical is one that may not be at all practical. We have many libraries that are run by one person. What we do like to encourage in Oregon is consolidation of libraries, so that small, independent libraries that are run by one or two people, and that offer extremely inadequate service, are consolidated in a system approach. A children's coordinator could then perhaps go for professional education and come back and train others who are providing childrens services.

MS. KERSCHNER: Again, Western Council has had a lot of discussion and training on what might be available; the University of Arizona is the one with which Nevada has chosen to contract, because we also do not have a library school. Our urban centers have long granted sabbaticals. The State Library, in Reno our Washoe County Library, and Las Vegas or Las Vegas/Clark County Library District have done that for over 20 years, but with no funding other than the sabbatical time for leave. For the last five years Clark County has also paid for the tuition costs for anyone who will go out of state and get their library degree. This was mentioned earlier as inadequate for the rural libraries where there is no ability for somebody to leave in a situation like that. We are looking at a certification program for the first time in Nevada. We'll probably try to implement it over the next two years.

MR. STRONG: Mr. Casey, could I add a comment to that, with respect to the State of California?

Since the mid 1970s, the California State Library has had our minority scholarship program. For a number of years we provided several scholarships out of Library Services and Construction Act funds, targeted at recruiting African American, Latino Hispanic, Asian Pacific, Native Californians or Native Americans to the profession, both as professional librarians and as library technical assistants. In recent years we provided those same scholarships for just graduate education, toward the master of library science degree. This year alone, I believe we will allocate $115,000 for about 35 scholarships. We, of course, expect those individuals to work in libraries. We do not require it. And many, indeed, do.

We also provided funding for fellowships and internships and have completed two cycles of what we call our "transition into management" seminars that have been conducted very successfully at UCLA for mid-career minority librarians. It gives them additional encouragement to move up into management of libraries in California. Those have been extremely successful.

We also would advocate, though, and perhaps more directly to your question, the continuation of the fellowship and scholarship program through HEA. That is very crucial to our three library schools here in the state. Even though the word is out that we are having trouble maintaining our remaining three, I can assure you that there is much effort to make sure that we retain our remaining accredited training programs here in the State of California.

COMMISSIONER CASEY: Thank you. I would like to address a question to Ms. Zussy. In your capacity as President of Chief Officers of State Library Agencies, do you consider advocating that each state have a traveling librarian on the staff that can go out into the field in the state?

MS. ZUSSY: COSLA's never actually considered such a possibility. There is another element I think that we tend to forget. The people who are the one-person band, so to speak, in these smaller libraries also have a consideration generally of family. It's extremely difficult for them to leave family and the library and go off, usually on their own financing, to do this sort of thing. What we do in state libraries is to look at the overall problem. There is insufficient training oftentimes for people who are working in libraries, professionally and otherwise. Each state, again, is quite different. California has done an excellent job, as you heard, in doing that. In my own state, for instance, we realize pragmatically and realistically that librarians in cities in Washington that are very small and far flung, like Dayton, Concrete, or Cedro Wooley, could not afford to go off and leave family and whatever for the two years it would take at the University of Washington or somewhere out of state, even if they had the money.

What we have done in our own state of Washington is to construct a curriculum for these folks who are realistically not going to attain the master's anytime soon, but who need this training so badly. The curriculum is aimed primarily at rural librarians, but it's applicable to branches within a larger system. People graduate from this program. We call them our small libraries and municipal libraries, actually small municipal libraries.

So I think in each state we're very, very mindful of this problem and try adapting it to our state circumstances to the best of our abilities. The idea of a traveling librarian, I don't think, has occurred to us, but it's a possibility.

COMMISSIONER CASEY: The reason I bring that up is there are three basic elements necessary in the delivery of library services. One is increase the funding. I've heard a great deal about how we need additional funds. You need personnel, and of course, you need buildings Which is most important -- personnel, books, buildings? Which is the most important leg of a three-legged stool? They're all essential. You must have funding, you must have the personnel, books and the facilities. I think more or greater attention has to be paid to the education of our professional librarians as we concurrently focus importance upon funding from all sources, such as the federal government and the states' programs and so forth. Let's think of the three elements as we try to improve library services to young people and children.

SPEAKER: Is it proper to address the Commission even though not on the agenda? Do we have time to do that?

COMMISSIONER SWAIM: Go ahead.

MS. KASTANIS: Thank you. My name is Penny Kastanis and I am the Coordinator for Library Services for Sacramento and Yolo County Schools. I'm also involved with the California Media Library Educators Association as a past past president, and on the Board of Trustees for the Los Rios Community College District here in Sacramento.

The issue that you were speaking about, which is the professional growth, the professional development and the expertise that you need for the librarians that may be out there working with our young people, is appropriate for the public library and for the academic library.

But when we come to school libraries, it's a completely different story at that level. You have to understand that in California there is "no requirement for any kind of credentialing or professional degree in order to become a librarian" – and I use that in quotes– to work in a school library. If you are a warm body and your children happen to go to that elementary school, you may end up being the librarian at that school because the principal has asked, "Would you like to work in the library?" and you say, "Yes, I love to read, so therefore I will become the librarian."

There are requirements if you are going to be called a professional librarian for a school district; perhaps teacher's credentials or library media credentials.

So you have those two kinds of credentialing. An MLS is not required to work in a school library. But to be a school librarian in an elementary school quite often means a mother who works there or it may be an assistant who's come from a classroom or somebody else who has come into that position. It could be the custodian for the day. Those are the kinds of requirements– or the lack of requirements– we have in California. When we talk about the kind of professional instruction or schools that we would need, that is not the same for California schools, and that's K-12. Having worked in those K-12 schools since 1958, I have seen the demise and we continue to go farther and farther down the hill.

COMMISSIONER FORBES: Thank you. That was a very good comment.

COMMISSIONER SWAIM: Do you provide opportunities for training seminars and for those persons --

MS. KASTANIS: For the paraprofessionals, yes, and usually through an organization such as California Media and Library Educators Association. They can become members of that organization and go to the workshops and to the conferences. To say that there is training going on in each one of those districts where there may be paraprofessionals or just parents working in libraries whether they are paid or volunteering, doesn't always happen because there is no requirement to have a district librarian.

If there is somebody who is coordinating that kind of effort and you happen to be in a district in California that has a district library, then you might have those kinds of programs going on.

There are close to 5 million children in our California K-12 schools and that's more than many of the states have in a whole population. We're looking at approximately 600 to 700 credentialed, professional librarians that are still working in our schools in California.

COMMISSIONER FORBES: So there's no requirement that a school librarian must be certified as does a teacher?

MS. KASTANIS: No. No. There is nothing. People call and ask, "Isn't there a requirement that you have to have a librarian, certification or something like that in order to be the librarian?" and I say "no." Our education code says they may contract for services, like with our county offices. Two years ago in our county offices, I had over 150 elementary and junior high schools under my jurisdiction. Right now I have approximately 60 schools. The drop has come because of lack of funds.

They have not said we can replace non-credentialed workers with professionals who know what they're supposed to be doing, who can evaluate the collection and who can work with the students. It basically is a lack of funds and the library is done away with.

COMMISSIONER FORBES: Thank you so much. I think it's time now for our break. Yes, Gary?

MR. STRONG: I would like to just enter for the record that I have received this morning a communication of recommendations from the National Institute on Hispanic Library Education, Roundtable on Library Services to Children and Young Adults, that met in Tucson July 29th through the 31st, 1993.

I had the privilege of attending and speaking at that institute, and have encouraged the roundtable to submit their recommendations to the Commission. I will be submitting these for the record.

COMMISSIONER FORBES: Thank you very much. We'll take our break now.

(Brief recess.)

COMMISSIONER FORBES: Our next speaker is Barbara Jeffus, the Director of Library Services at the Clovis Unified School District.

MS. JEFFUS: Members of the Commission, welcome to California and good morning. I've driven three and a half hours this morning, (and I think my motor's still running) north through the San Joaquin Valley to bring you a verbal snapshot of hopeful happenings from one California school district. This is a district that made the decision to invest in its school library media centers.

I bring you this positive picture for three reasons. One, because a dynamic school library is not in everyone's experience and background and I no longer assume that we define our nouns the same way. This is starting with a definition. Secondly, because you'll be more apt to hear our suggestions if you know that we're making progress, in spite of California's adverse conditions. Third and lastly, if the library media centers in Clovis Unified and other districts are an integral part of instruction without much help, just think what we could do with help.

So, here's the picture. Located in Fresno County, Clovis Unified is a growing school district of 28,000 students, 28 schools and counting. In those 28 schools, preschool to grade 12, you'll find children of an increasingly diverse population. You'll find 28 library technicians– those are the paraprofessionals Penny talked about– and 22 credentialed librarians, or as the credential title in California reads, library media teachers. That's a little confusing if you're traveling all over the country. This may not meet criteria in states with mandated school library services, but in California we look at this as a victory.

How did we find library media teachers prepared to do what needed to be done? We identified our best teachers and asked them to make the personal investments necessary to earn a library media teacher credential at Fresno Pacific College. That's the local college that started a credential program based on the belief that, if we build it, the candidates will come, a belief similarly held by the candidates about the availability of positions when they were through.

Our library media teachers work collaboratively with the classroom teachers by planning together. The classroom teacher brings the course objectives and the students while the library media teacher brings the knowledge of myriad resources and information skills or objectives. They teach together what they have planned in the library media center, sometimes in the classroom, sometimes half in the library media center, sometimes half in the classroom, sometimes not in any of those spots, sometimes rotating students through stations, often for extended blocks of time over a period of days or weeks which flexible scheduling allows. They assess student progress together. They've created hands-on, student-centered, resource-based situations. Are they making a difference? You bet.

Last year was baseline year one of a longitudinal study that we're doing to measure the impact of the library media center on student learning. I watched a third grade boy– he was so little that he had to get up on one leg in order to reach the tabletop– use two different resources, take notes from them in his own words, and then without the resources at hand, arrange his notes in a logical way that he could explain and talk about, and from that information, write a paragraph from a writing prompt. What he demonstrated is that he could do something with information, something more than locate it, more than copy it. He internalized it, synthesized it. I've seen high school seniors take information from eye to pen, but it never passes through the brain. That third grader is developing habits and thinking skills that give him the ability to use information powerfully. That's a life-long learning skill.

Clovis isn't alone in this vision for the role and the function of a school library media center. Our premise comes right out of Information Power, of which I hope someone has given you a copy. It's what I saw this spring when I was lucky enough to evaluate media centers across the nation for the National School Library Media Program of the Year Award. It's the evolution of the library media center from a place that primarily houses materials to programs that are integral to the instruction that is needed to carry out the National Education Goals.

What assistance could the federal government provide? One: it could continue to channel funds through that ESEA conduit. When those funds buy materials that are going to the library media center, the whole school shares them. Studies, like the Colorado study, show that increased funding for library media centers results in changes in teaching, study methods and increased student and teacher use of materials. It always sounds so obvious when you reduce a study down to one statement. It was the last major round of dedicated ESEA funds that purchased many of the materials that are still on the shelves in California.

Two: for the state that ranks 50th out of 50 in staffing for school library media centers, there's nowhere to go but up. It would be beneficial to have rewards for those sites that do have professional staffing by offering them the proverbial carrot. I believe that the creative library media teacher is the first piece of the improvement puzzle and while I'm asking, why not a standard for credentialed library media teachers for all 50 states?

Three: to give substance to our advocacy and planning, an updating of library statistics nationwide would be helpful.

Four: continued funding from other sources which would encourage the networking and sharing of resources and make that funding available all the way down to the local level. That would free us in Fresno County from paying for a 900 number in order to access the public library's local on-line catalogue via phone.

Five: that we have a school library media representative at the United States Department of Education as well as at each state department of education. If that library media teacher is an essential part of the curriculum design at each school, it seems to make sense that we carry that same model up.

In conclusion, I discovered my calling when I was in tenth grade. After more than 20 years in the profession, I'm more excited about the role of the library media teacher. It ain't what it used to be, it's what I always hoped that it could be. When it's driven by the philosophy of Information Power, it's pivotal to educational reform.

Do you have time for a California visit while you're here? You're welcome to come to Clovis so that you can see and feel and experience what this snapshot that I brought today could only capture for a minute of time.

Thank you.

COMMISSIONER FORBES: Thank you very much. Really optimistic picture. Sounds like you have an oasis in the desert.

MS. JEFFUS: We hope it's a new beginning for California.

COMMISSIONER SWAIM: We are very much interested in school library statistics. We are currently doing a joint project with ALA of a sampling of ten states. We expect the National Center for Education Statistics, which works with our office, to get into that subject. If you have picked up a copy of our annual report you will see that we have on page 13 the "number of library staff per student type" of math, but we are hoping to have adequate statistics in a few years on that subject.

MS. JEFFUS: The last major round that I'm aware of was '77 and from that, California produced the document The Crisis in California School Libraries. We were able to piggyback our statistics onto that and I would assume that other states would find that helpful.

COMMISSIONER FORBES: I certainly want to congratulate you on doing some innovative things whether you had resources or not. It's great.

MS. JEFFUS: Thank you.

COMMISSIONER FORBES: We're right about on time. We're going to have Mr. Lewis Butler, Chairman of California Tomorrow.

MR. BUTLER: Thank you. It's a pleasure to be here and, if I could add a personal note, a very, very long time ago when I was in the U.S. Department of Health, Education and Welfare, I was supposed to be responsible for policy in those fields and we worked then on libraries. It's wonderful to see the Commission doing what it's doing.

I'm going to talk a little bit about California, not because it's the only place in the United States, but because it's the place that I know something about. I think that California tells us something about what national policy is going to have to be in the future, as related to libraries.

Since the previous speaker is from Fresno County, I might just start by what to me is almost a capsule of the kinds of things that are happening in California and the nation. There are 30,000 members of the Hmong, a Laotian hill tribe living in downtown Fresno, a city of 350,000 people. In their 4,000 years of history, most of it without a written language, the Hmong have never had that many people in one place together because they are used to living in isolated communities in the mountains of Laos and in southern China. You can imagine the impact of these living conditions. Here are very wonderful people who are refugees because they sided with the United States in an undeclared war in Laos. You cannot imagine the cultural gap between that community, a very wonderful community, and that of traditional American schools and institutions. Teenage pregnancy is something that's expected among the Hmong at about the age of 14. As I mentioned, there was really no written language until missionaries very recently developed it. The old hierarchy of the family is different. The fact is, you are beginning to see young Hmong people go into higher education, including women, who had never had a role like that possible in their lives.

There have also been some tragedies. Thirty young Hmong men have died of totally unexplained causes which psychologists say has to be attributed to a form of culture shock. Transplanted from the mountains of Laos to downtown Fresno literally killed people in about six months. That's an extreme example, but it's an illustration of the kind of diversity that we're dealing with– cultural, racial, linguistic and so on– in this country and particularly in California.

I think you've probably seen some of these numbers or heard them, but I'll just briefly say something about children and youth in California. (These numbers only apply to those that are in schools, but when you go down to the ages of 1 to 5, it would even be more dramatic). The population, according to the 1990 Census, is 47 percent nonHispanic White. That's what I am, a nonHispanic White, or Anglo. 34 percent are Hispanic, 11 percent are Asian, and 8 percent are African-American. Hispanic, Asian and African American children are already the majority in California. If you just go out another seven years to the year 2000, Hispanic children in school will outnumber Anglo children, 40 percent to 38 percent and about 14 percent will beAsian. African American children stay the same at 8 percent. If you go out another 20 years, which is 27 years from now, you will see that 48 percent of the children, almost half of the children in the state, will be Hispanic. These are very conservative estimates, not based on huge immigration or anything similiar, but on a very conservative look at current trends.

Children then will be 48 percent Hispanic and about 26 percent Anglo. Thus, only one out of four children will be of European decent, about 19 percent will be Asian, and 7 percent will be African American. In a relatively short period of time, not much more than 25 years, two thirds of the children in California will be Hispanic or Asian. When you reflect on the fact that one out of eight children in the country lives in California, that would be a dramatic enough development by itself, but these trends are going on in places as unlikely as Lowell, Massachusetts. I don't know if you had testimony when you were in Boston from Lowell, and all over the country. Although most pronounced in California, this trend is certainly not exclusively a California phenomenon.

If you look at language, there are more than 100 different languages spoken in homes in California. Five or six major languages. The telephone company and the power companies answer the telephone in five languages because that's the only way they can do business. Spanish represents about three-quarters of the non-English speakers, though many of them speak perfect English, but their language at home is Spanish. Then you have Mandarin, Cantonese, and Vietnamese. Many of the companies now have Korean and other translation services, so the language diversity is incredible.

One out of three or four children speaks a language other than English at home. That is important when you think about libraries, if you're going to have materials and services that are appropriate to the family. You will see that, in comparison to our earlier history, the children are learning English faster than they ever have before due to television and a whole bunch of other reasons. But the families and the older people tend not to learn English, as Italians and Germans and others did before them. The grandparents did not, the parents may not and so on. So if you're going to have services that fit the family, you must communicate with the whole family, and face up to the language issues, at least in those four or five major languages. It's enormously critical.

Let me just say a quick word about the role of libraries. As you can imagine, with the difficult economic times for school systems and individual schools, it is extraordinarily difficult for the state to adjust to educating the population that has changed so rapidly. California Tomorrow has done studies for ten years trying to report on the great success stories and there are many of them. The problem is that you have teachers, many of them older, who are faced with young students whom they cannot understand culturally. It's going to take a very long time for the schools to adjust to the situation. We hope it's shorter in some respects rather than longer, but you have to accept that this is an enormously difficult transition over a period of ten or 20 years.

What do you do in the meantime? It's clear that libraries can serve an extraordinarily important function. They should be able to change more quickly. They should be able to work around shortages of bilingual teachers and provide centralized services and information that really no single school can provide. So libraries, at least in our view, are not just another resource which are nice to have. They may be a crucial factor, in some respects, in speeding up this adjustment. Anything that can be done for libraries to assist in this extraordinarily difficult transition period and to become centers of information and learning would be extraordinarily important.

I conclude by saying that, by about the middle of the next century and maybe sooner than that, the United States will cease to be a nation of European descendants. It will be a world nation where the word minority won't have meaning anymore because there will be no majority. That is happening in California today and will happen before the turn of the century.

We have no choice but to make that kind of a society succeed, because it will not change. It's not as if we can afford the kind of discrimination and difficulty that we've had in the past. It's no longer an issue of civil rights; it's really an issue of economic success and survival. We are going to make it because we really don't have a choice, despite the fact that there's no model anywhere in the world for this kind of society. We're going to make it because in fact we have, even though we have sometimes not lived up to it, a model of *e pluribus unum*, that is used to construct a society. If you look at Europe and other places struggling with these issues, with all of our problems we're doing vastly better. The concept of Germany is a place for Germans, and the concept of France is a place for French people, but the concept of the United States has been a place for everyone. It's just that the everyone now is more everyone than it's ever been before.

Thank you for coming, and I hope this is valuable to you.

COMMISSIONER FORBES: Thank you very much.

COMMISSIONER SWAIM: I wish you had been at the speech about diversity that was given by a lady from Iceland. In Iceland they have 300,000 people, all of them speak the language, they're all exactly alike, and it was very interesting to hear her comments on diversity.

(Laughter.)

MR. BUTLER: Well, since there's a lot of talk about Japan these days, I've worked with an extraordinary woman, Yoriko Kushimoto, who was born in Japan and is now here and who believes that in the next century California and other diverse places in America will have an enormous economic advantage over Japan. They say that Japan's essentially wonderful, but homogeneous and a relatively closed society and will not be able to stay that way in a world economy. What appears to be, from the standpoint of the Japanese, this terrible burden that we are carrying, she and others believe in fact will be our greatest strength.

So Iceland is a nice place, but it's not the way of the future.

(Laughter.)

MR. BUTLER: Thank you.

COMMISSIONER FORBES: Thank you, very much. Now we have Dr. Virginia Walter, UCLA Graduate School of Library and Information Science.

DR. WALTER: Thank you. Thank you Commission and Gary Strong, for the privilege of speaking to you today as: an advocate for children and libraries, a librarian, the mother of a librarian and the grandmother of a very energetic library user. But particularly as a library educator.

I'll be speaking primarily about the need to support research in library education, but I do so in a very particular context. There are probably four important elements to this context or this background, one of which you just heard about. I was so pleased that Lewis Butler was here. The diversity of our children is just incredible and the dimensions of that diversity are mind-boggling. Ethnic, economic, geographic, lifestyle, linguistic, religion, about every dimension you can talk about. Our kids represent the entire spectrum.

The second element that I think is important in this background is the complexity of the world in which these children live. It creates so many of the problems that place our children at risk, the very complexity of the world with which they're having to deal.

The third element that is important to keep in mind is the extreme fragility of the delivery system that's providing services to these children and their families. Not just library service, with which we're particularly concerned here today, but education, welfare, health benefits and recreation. The whole delivery system is in meltdown right now. The public and private sectors are facing such extreme difficulties right now, the delivery system is collapsing in front of us.

All of that leads perhaps to just an extraordinary need for information. I've been doing research for a little over a year now trying to identify the information needs of California children. My preliminary research indicates enormous gaps between what ten-year-old children should know to lead happy, healthy lives and to reach their potential as adults, and what they actually do know. They're not getting the information from parents, caregivers, teachers and other caring adults for a variety of reasons. They're not getting it from the media and somewhere we've got to fill the gaps. I'm urging particular support for research and library education. It's kind of the bottom ground for dealing with those problems. I see the need for research in sort of two big areas. The first is for applied research, primarily evaluation research. We've made some strides. I was very involved in creating output measures for public library service for children. That has given children's librarians a management tool that they can use to help measure the results of their service and present them in a way that makes sense to decision-makers. That's a good first step. I'm pleased we did that.

But we have to go on to the next stage, which is to measure outcomes. What difference do those outputs make in the lives of people? That's going to require much more sophisticated and expensive kinds of research before teaching the findings to librarians. Penny Markey and I have been evaluating a wonderful program that she's got in the Los Angeles County Public Library system, "Begin at the Beginning With Books." In this modest little program, the library staff goes into pregnancy clinics and teaches low-income, Spanish-speaking mothers how to read to their kids. It gives them some basic parenting information as well. We had no money to do this. We applied for some money and didn't get it. So just trying to start, we've gone in there to do an initial evaluation. But to really know what that program means, we need to look at those kids in those families five years from now, seven years from now when those babies are in school and then in 20 to 25 years when they're having children. And so on down the road. That kind of research is expensive and it is sophisticated, but we've got to begin to do it.

In addition to this kind of applied research we need some basic research. Our profession needs much stronger ground, a firmer knowledge base on which to really build our practice. For example, these are just some of the questions that I've been interested in trying to do research on as a faculty member at a research university. One: what comprises information literacy? Is it universal, or is it culturally specific? Does it mean the same thing for a ten-year-old boy living on welfare in southcentral Los Angeles, or the child of Hmong immigrants living in Fresno, or the daughter of a Sacramento pediatrician? Is it the same for a two-year-old as for a twelve-year-old?

A related question: how do children retrieve and use information at different ages? How do they formulate questions and research strategies? How do they decide when they have a question? We don't really know the answers to those yet.

I've been working with a colleague who's an information scientist at UCLA to try to understand the answers to some of those questions. We've had three years of funding from the Sloan Foundation. We call it the Science Library Catalogue. We've built a MacIntosh-based hypertext retrieval system that is based on how we think kids retrieve information in an electronic environment. Then we just ask kids to find things and we analyze the results. We've learned some interesting things about how kids use the computer to get information. Everyone says all children know how to use computers, that they take to it like a duck takes to water. Not true. Some computers are easier for them to use than others. But now we're out of funding. I don't know where that project's going. I do have flyers about what what we've started, but there's no more money for that project. Just as we were starting to ask some really interesting questions about bilingual access to computers and those kinds of things, we ran out of funds, and that happens all too often.

A third question that I'm really interested in: what is the role of print media and books in a child's multimedia world and how long are those books and print media going to be around? What difference do they make to kids?

The fourth question is: how can we market library services to children more effectively? I recently did some consulting for Sports Illustrated and their market research wing– the one that does Sports Illustrated for kids– has a market research study I would love to get my hands on. It's their proprietary information and they won't share it with me. We need to have some of those sophisticated tools as well.

My recommendations for things I'd like to see the National Commission think about would be funding for think tanks where the research agenda and some preliminary findings could be hammered out. I'd like to see lots more funding for applied research, collaboration between academics and practitioners so that Penny Markey and I don't have to scrape up postage so we can do a survey. I'd like to see funding for really broadly defined, interdisciplinary basic research on some of the kinds of questions I've raised and something for doctoral students in our research universities so that we can keep on producing, not just faculty to teach in library schools, but people who are going to keep working on that research agenda over time. If you can target funding for people working with kids, I'd be even more thrilled.

That leads me to the next thing I want to talk about which is support for library education. My institution, the Graduate School of Library and Information Science at UCLA, is just the latest library school to fall under attack. In June, the chancellor announced a proposal to dis-establish our school in a year and send all of the faculty to the UCLA School of Education to teach instructional technology or something. Do away with the degrees. Well, I think we're going to win that one. It's taking an awful lot of time and energy. I'm going to planning meetings instead of doing research this summer, but I think we're going to come through this and maybe even down the road we're going to be better off. I think we'll end up as an autonomous department in a school of education where we can begin to build some really innovative curricula. But we shouldn't have to keep fighting this battle. This has got to stop. The value of the MLS degree, the role of library education in a research university and the specialization of the children's library has got to be recognized. We've got to be done with this, through with it, down to other stuff.

I'd like, specifically, a resolution of support for UCLA from the National Commission. I'd be happy to tell you to whom to send it. Lots more active political lobbying on behalf of library education everywhere, and money, we need lots more money. We need endowed chairs, we need research grants, we need support for doctoral students so that we can become viable in this very competitive world we live in. We need help in supporting the best and the brightest to come to library school and become librarians, leaders of tomorrow. I've seen them at UCLA. They're just fabulous, the students that come into my public library and children's services classes. We need lots more of them. They're increasingly diverse, but we need them to be still more diverse.

So I think we need two things, not just fellowships. We also need a massive social marketing campaign that will introduce the idea of the rewards of a library career to lots of people who've never thought about it. Barbara Jeffus knows what it's like to work with kids. I know what it's like. My daughter saw it firsthand and became a children's librarian. But there are so many people that haven't considered it and it's going to take a lot of work to get that word out.

We need assistance with curriculum development in our library schools. What we're paid to do is teach and do research. The kind of planning and thinking needed to really forge those creative links between us and the School of Education, to really build the courses that would help our students respond to diversity and changing communities. We're ready to do that, but we need more time. We need planning grants to release us from some of those other duties so we can really hammer out that curriculum.

We also need support for continuing education for librarians who are already out in the field. Title II-B has funded some really useful institutes like the Wisconsin evaluation institutes. We're using that money next summer to do a training institute for 20 children's librarians at UCLA and to speed up on information technology for kids. A lot more money would be helpful. I think we do need fellowships for sabbaticals. I had it in my notes before Mr. Casey mentioned it. We need to give time for practitioners to go back to school for awhile to think and reflect on what they're doing.

I've really been lucky. I've been able in my career to move back and forth between academia and practice and it's enriched both ends of it. I've been a better library administrator for my experience in the academy and a much better teacher and researcher because I know the real world.

Well, that's a big job, and it's just a little piece of what we have to think about. But, you know, our kids are really worth it. Thank you for your commitment and your support.

COMMISSIONER CASEY: If you wish to remain at the microphone we can share the questions and answers.

Dr. Walter, does UCLA Graduate School of Library and Information Science awards a master's degree and offer a doctorate program?

DR. WALTER: Yes.

COMMISSIONER CASEY: Very good. Will you discuss the nature of your curriculum in terms of how it responds to the needs of librarians in California, or across the United States? Do you require that your graduates, either masters or doctorates, speak two or three languages? Do you require that the students be familiar with more than one culture? Do you impress upon them the value of diversification in collections? How are you preparing them mentally for the environment into which they are going to go? You've heard this morning about some of the diverse environments and with your experience, you're very, very well aware of the demands upon the libraries. Those demands can only be met if you have professional librarians who are properly educated and the collections diversified enough to respond to the needs of the potential patrons.

DR. WALTER: We're actually in the first year of the new curriculum where we're trying to address some of these things and also trying to prepare our graduates to go in many different directions. But what they're all required to take right now is a much smaller cluster of courses than they used to have to take. We've integrated diversity into all of our required courses and many of our electives. One of the new required courses is called planning and designing library services, in which we teach students how to analyze a specific population and design a service that will specifically meet the needs of that community of users. They are no longer leaving our program with the idea that there's a cookie-cutter approach to doing libraries.

I'm very pleased with that.

Interestingly, we've dropped our language requirement at a time when you would think it would be needed more than ever. We found that it limited the pool of people who could come to our university. In the California state university system you don't have to have a second language to graduate and so many of the students that we want to attract to our school can't meet that requirement. We actually got rid of that requirement in order to get more diverse students into the program. We have one elective that has become almost a *de facto* requirement, because almost all of our students take it. In this elective, "Service To Diverse Populations," we specifically look at techniques for analyzing needs of diverse populations and meeting those needs with information services.

We're not perfect, but we're getting there.

COMMISSIONER CASEY: Thank you.

COMMISSIONER FORBES: Dr. Walter, just out of curiosity, have you heard of Christina Doyle's dissertation at Northern Arizona University on outcomes of information literacy?

DR. WALTER: Oh, I'd love to see it. No.

COMMISSIONER FORBES: I have it. You may look at it.

DR. WALTER: Thank you. I mean to touch it, you know.

COMMISSIONER FORBES: You may look at it.

DR. WALTER: Okay.

COMMISSIONER FORBES: I believe she's a librarian here in California.

DR. WALTER: Fabulous, great.

COMMISSIONER FORBES: Moreno Valley Unified School District.

MS. KASTANIS: She was appointed as a director for a new project which is a collaboration of new technology and information services.

DR. WALTER: Great.

MS. KASTANIS: Her basis is information literacy.

DR. WALTER: Super.

COMMISSIONER FORBES: Well, if it's any comfort, she does give the National

Commission credit for inspiring her to do that dissertation.

DR. WALTER: Good.

MR. SUTTON: My name is Stuart Sutton. I'm the Director of the School of Library and Information Science at San Jose State University, one of the three schools in California offering an accredited MLS.

I would like to reinforce what Dr. Walter had to say about economic support. Five years ago, with a faculty of ten, San Jose had 90 full-time-equivalent students. Today, with a faculty of ten, we have 157 full-time-equivalent students. Our Southern California program, which began in 1988 as a very small program, is now up to 90 FTEs, which is the equivalent of the size of San Jose five years ago, with three full-time faculty. The CSU system has gone through tremendous economic wrenching as has the UC system. We've lost approximately 20 percent of our fiscal resources. Any help that can increase the educational opportunities in this state, particularly with two institutions under suspended admissions —

DR. WALTER: — We got ours back.

MR. SUTTON: For one year. We want it back forever. California being the size it is, we worry a great deal about UCLA and about Berkeley. I think Berkeley has turned the corner. I'm hoping you're right that UCLA has turned the corner. But this is our primary source for the research and for faculty and to see those two programs die would be a tragedy and would increase the crisis in this state in terms of librarianship tremendously. They need our support as much as possible.

We need your support at the CSU level, politically and in terms of funding, in order to meet our needs.

MS. FADER: I'd like to echo what Ginny said about the importance of research and statistics. Since we had to limit our statements to between five and ten minutes, I couldn't get my complete agenda in. This will give me the opportunity to speak a little bit more about something I would have said.

I feel one of the greatest tragedies that affects libraries is the lack of what librarians would feel is a correct perception of our importance in society. We're getting some redress to this in terms of school statistics as people have mentioned today, such as the information coming out of Colorado. But we have had a singular lack of study and research done to prove the effect of the programs that many of us are offering for babies and toddlers and preschoolers and that lack of proof and statistics that we can offer to our legislatures results in an inability to get these programs funded. If our information gathering were better, we wouldn't have such a loss of school librarians in California. We wouldn't have the problems that we have now. So I would echo and support the importance of research so that we can have some backup for what we want to do.

COMMISSIONER FORBES: Thank you. Our next speaker is Penny Markey, Youth Services Coordinator for the County of Los Angeles Public Library.

MS. MARKEY: I'd like to welcome the Commissioners to California and to thank you and Gary Strong for making it possible to share some of my thoughts and some of my ideas. This is a particularly challenging time to be a library professional. Those of us with the responsibility of developing and implementing library services for children find ourselves with greatly reduced resources in the midst of tremendous social upheaval and change. We attempt to serve the changing needs of our communities by developing innovative services, yet we struggle with overcoming the perceived traditions of the institution in the eyes of the public and policy makers. My particular challenge is to develop library services to meet the educational, recreational and cultural needs of the children in the 3500 square-mile service area of the County of Los Angeles Public Library. That service area is composed of more than 50 cities and unincorporated areas. It includes a child population exceeding one million and growing, growing rapidly as evidenced by our average of 200,000 births per year. Our children are culturally diverse. The ethnicity of the 1990 child population in Los Angeles County was 48.3 percent Latino, 27.3 percent white, 12.3 percent African American, and 12.1 percent Asian. Approximately one third of our children have limited English speaking ability.

Our children are poor. 21.4 percent of all children living with their families in Los Angeles County are below the poverty level. In October of 1990, 48 percent of the county's public school children were receiving free or reduced-cost lunches. Almost 25 percent of our children are from single parent families. Our children are threatened by a deteriorating economy, eroding family structures, poverty, homelessness, drugs, gangs and hopeless despair.

In April of last year we saw the results of this hopelessness displayed as civil unrest erupted, tearing apart not only inner city Los Angeles but the region as a whole. A survey conducted this spring among residents in the inner city areas most affected by the riots found that the residents ranked libraries and parks as the most pressing needs within their communities. They felt that it was critical to have services that helped them to help themselves. Education and literacy are at the core of any efforts to prepare our children to cope with their environment and to build meaningful lives for themselves. It is essential that libraries take an increasingly active role in the provision of prevention services which are essential in constructing a safety net for our children and our future.

For our own survival as an institution it is necessary that we become active partners with educational and social service agencies who are desperately trying to find ways to influence and educate parents and children in an attempt to provide hope and skills and opportunity.

In the County of Los Angeles Public Library we are committed to this goal. We are intent on shedding the image of silent partner and taking on an active role in the child-serving network. The library is an active member of the InterAgency

Council on Child Abuse and Neglect. We are actively involved in the Los Angeles Roundtable for Children. We work with the education and the arts community. We are involved in learning about the challenges faced by our children and in working with other agencies to be part of that solution. We are taking the lead in networking and creating effective partnerships. We've been recognized by Children Now as part of their 1993 honor roll for the work that the library has done to improve the lives of children in California. In cooperation with the Los Angeles County Department of Health Services, the public library conducts a unique bilingual educational outreach program called "Begin at the Beginning with Books." This program, developed and implemented through Library Services and Construction Act funds, is administered through the California State Library. It targets low-income, low-education level. pregnant women who use County prenatal clinics. In the last 18 months the library's outreach staff has introduced books, videos and other library materials to more than 5000 mothers to provide information in the areas of child health and safety, child development, maternal health and the importance of reading to their children. These information sessions are conducted on site in eight public health clinic settings as women wait for their appointments. After the birth of the babies the mothers are looped directly back into the public library through a series of what we call storytime reunions, where the mothers get hands-on training in how to read to their babies from birth, thus beginning the education process.

As Dr. Walter mentioned, we've been studying the program and the little bit of information that we have found with the women who started the program 18 months ago is that, as a result of the program, they are using libraries and continuing to read to their children. This program was seeded by federal funds and has been recognized nationally by the American Library Association and the National Association of Counties. It's been the subject of a segment on CNN. It's received honors from the County Board of Supervisors, the Department of Health Services, and other local groups. It's being used as a model by health care providers and other social service agencies which work with pregnant women and new mothers.

The library has developed and teaches parenting classes which are designed specifically to provide Head Start parents and teachers with techniques and skills to use books and literature effectively with children. We work with daycare centers. We work cooperatively with agencies and volunteer groups within our communities to find solutions for the multitude of latchkey children who use our libraries daily. The library is continually sought after to consult with other agencies as they develop education programs for their specific client groups. The library has an active adult literacy program with a Families for Literacy component and a strong networking link to other community agencies. The County of Los Angeles Public Library, and I expect most of the library representatives that you will hear from as you conduct your hearings across the country, will provide you with models of innovation and responsiveness to community needs. You will be able to cull many examples of how libraries are actively involved in implementing the national goals for education.

However, libraries have an image to overcome, an image of passive gentleness, quiet afternoons and hallowed halls. This image is an anachronism and, in order to survive, we must change it and we need your help. There are two things to be done. First of all, it's on our shoulders. Public library administrators, public library staff and the profession in general need to take an active role in educating their communities. We need to participate in networks, working toward improved conditions for children and family. Libraries need not only to create partnerships within the community for action on behalf of our children, we need to let that community at large know how the public library and its services, and that's services with a capital "S", make a difference for the children in our communities.

Secondly, we need your help. We need you to use your influence to remind the policy-makers in Washington of the important role that public libraries do play and should play in developing safety nets for our children. They need to understand the role of the library in the education process. The public library needs to be included in the planning process and ultimately the legislation which supports our children's lives. We are contributors in the areas of education, child care and health care. There are other connections to be made in the areas of juvenile justice and child welfare. The public library must be recognized as an effective partner in the area of prevention services. The public library is an independent and nonjudgmental learning environment. Library services must be identified and recognized in the active role of disseminating the information and the knowledge. The public library is an active partner in education and, as such, in the future of our children.

On behalf of the children of California, on behalf of the children of the United States, I thank you.

COMMISSIONER FORBES: Thank you very much.

COMMISSIONER CASEY: I heard a reference yesterday to Families for Literacy. I think you talked about this program?

MS. MARKEY: Right, I did mention it.

COMMISSIONER CASEY: Yes. I wondered why don't you call it Literacy for Families as a title? Literacy for Families instead of the title that you're using, Families for Literacy?

MS. MARKEY: I think that's a wonderful title, whether for that program or another one. I think it's exactly what the program is.

COMMISSIONER CASEY: I leave that in the question to Los Angeles to deal with. Call it Literacy for Families.

MR. STRONG: I need to rush in here because that's part of our statewide Families for Literacy program, and we do it for one very specific reason. That's what the legislation says it is.

(Parties speaking simultaneously.)

COMMISSIONER CASEY: With Gary's influence --

MS. MARKEY: Well, it is the spirit, not the title.

COMMISSIONER CASEY: Okay. One serious question. Aren't there other agencies in this city that are doing many of the fine things that you're doing?

MS. MARKEY: I think there is partnership. I think we are working together with those agencies to help them develop the kinds of reading motivation programs and the kind of education programs. We're working with them to incorporate, we're not conducting them. We're working with them.

In the case of the prenatal clinic program, we are conducting that program. But we are also working with other agencies to replicate that program on their own and that's what we need to do. The library needs to be recognized as a partner who can contribute to the services that are being provided in other places and we do have our knowledge and our information to contribute. It seems to me that many agencies are replicating what libraries have been doing for years and getting great honors for some of the programs that we have been giving year after year in public libraries. If we got together and found our mutual places, we could work together to provide the programs effectively and efficiently.

COMMISSIONER CASEY: I think that having libraries visible in any of these programs by other agencies is a good idea. It's been my experience that these other agencies will start programs with benefit to a certain people in society and don't think of the library. After a year or so, it suddenly occurs to them you should have brought libraries in to begin with. I think the inauguration of these programs by other agencies is a good thing. I was just wondering about the shortage of funds, if you're doing the same thing somebody else is doing. I guess, if you're involved in the inauguration of a service that shows libraries as being a part of the overall city services, then your activity is very worthwhile.

MS. MARKEY: Part of the reason why we have been so active in dealing with other child services agencies and consortiums is to get our message out to the other agencies who say, "I never thought of libraries." That's the first step.

Again, it is important within the profession to be active, to reach out and remain visible within a community. I believe that we need steps to be taken on the legislative angle at the same time, which is that libraries have a role in this in some way.

COMMISSIONER FORBES: I saw some heads nodding vigorously over there, and I wonder if there's another perspective when Commissioner Casey mentioned duplication of effort.

MS. KASTANIS: Again, my name is Penny Kastanis. As the economy has turned around and taken a downward swing, those of us in the library profession are at different levels and have finally realized that we must talk to each other. As I told somebody one time, don't be so smug because you're in the public or the academic field of librarianship; when the cuts come, they come all the way. They hit schools first, the K-12, and public library's feeling a very hard pinch now and so are the academic libraries.

I think collaboration is the name of the game. As the Commissioners look at possible kinds of support that might come, we do not need to duplicate the kinds of services; we need to collaborate. There might even be some places where we look at some special kinds of funding that we put together in order to do the kinds of services that are necessary, whether it be at the school level, at the public library level, or the public library with the academic libraries. We need to look at being very creative as we look at reinventing government. That's basically what we have to do. The resources are few, and if you're going to be looking at any kind of recommendation, it may be that we are able to put some funding someplace to begin those collaborations.

We are starting to talk to each other. You know, the library community is going to have to take this on and take the forefront on this but, with the support from the Commissioners and at the federal level, it is very possible and it can happen.

COMMISSIONER FORBES: Thank you very much. Now we have Enrique Ramirez. Enrique is a new reader and library user from the New Reader Council in the Bay Area .

MR. RAMIREZ: Thank you. I'm very nervous now. One of the main reasons for me wanting to learn how to read and write was my son. At the age of three he would come to me and ask me to read bedtime stories to him. I would turn around, very angry at him and say, "No, I don't have time, go to bed, I'm tired, I had a rough day." I could see in his eyes as he looked at me when I said "no," looking up to me. You know, here you have a six-foot man looking down at him saying "no" and his eyes would water. He would go away sad and I would lie there hurt. I know that's what fatherhood's all about and that's not what I want to be all about by pushing him away. I had to find a way to bring the relationship with my son and me together. In order for me to do that I had to find a way and I did know how to find a way.

I was laying at home watching TV one night and there was an advertisement about a man who was going through a reading program who wanted to move up in his job. So I wrote the number down and I called that night, which happened to be about 1:00 in the morning, but nobody answered.

(Laughter.)

MR. RAMIREZ: But I wanted to learn how to read and I wanted to learn how to read that day, because I wanted to read a bedtime story to my son that night. You know, I was ready to do it.

I went down there and I took a test and found out that I was at the third-grade reading level. They asked me, "How come you never learned how to read and write?" and I said, "It just happened." Twenty, thirty years ago, in the '60s, they said we need to invest in our children. We need to open up doors so our children can learn to read and learn to write and learn to do things in life. I'm part of that future that you said you wanted to help. I happened to slip through. But I knew one thing, I had to help myself. I had to help my family. It's important for our children to know how to read. It's important for parents to know how to read. The Families for Literacy program helped me a lot. It brought my children to me. It brought together my son and me as best friends. Not just his father, but his best buddy. I don't read bedtime stories to him now, but we look at baseball cards together.

(Laughter.)

MR. RAMIREZ: There is one other thing Project Read in South City has done for me. Now I have another little girl and she doesn't feel the pain that my son went through. I guarantee she's not going to feel that pain of going to bed sad, because I read to her every night. She makes sure of it. The joy of her going to sleep with a smile, from reading 101 Dalmatians or Peter Pan. I'm going to encourage them to read. I don't want them to feel left out or trapped in a world like I was. They are our future, but they're not going to have much of a future if libraries are closed and if Families for Literacy programs are not open for them to go and join the library. If school libraries are closed, where's my son going to do his research for any kind of program?

If you take a look at yourselves, where did you go? You went to a library to get to where you are now. Our children may not have the opportunity to be senators, governors or presidents because they won't have a place to go to do research and to be up on politics, or even learn how to read a book like me.

This program has given me a lot. I used to gang bang, I used to do a lot of other gang activity things. I look back at that and I feel bad for what I did, but I was going nowhere. I probably threw up a lot of red flags in school saying "I need help," "I need help," but there was no help. They put me in a reading class to help me learn to read and write. It didn't work. I was in that program for three years. Obviously it didn't work.

I was on the track team. My goal was to be in the 1976 Olympics. I had a tutor who did my homework because he didn't want to stay after school. I stayed on the team. I tore a muscle in my leg and I lost my dream. I missed out on three years of school. I started hanging in the streets, and that's when everything started happening. I've come here to tell you today that libraries play a very important part, not just in my life, but in thousands of lives throughout our country. They made a movie called "Free Willy." He was trapped. I was trapped. My family was trapped. Well, I'm free and they're free. If you saw the video earlier today about my family and Families for Literacy, think about that, because I think that program is worth 1000 words.

Thank you.

(Applause.)

COMMISSIONER FORBES: Thank you very much. Now you know what it's all about.

I guess it's time for us to adjourn for lunch. Bessie has a housekeeping announcement she'd like to make about now.

MS. EGAN: Following Enrique is a pretty hard thing to do.

A quick housekeeping duty for you. For those of you who are observers today and are visiting our city, outside the door at the table is a map of downtown Sacramento with some restaurants that are recommended for you. Please pick one up.

We will break for lunch and resume in this room at 1:35. For those of you who wish to leave things here, the room will be locked. We will see you back in this room at 1:35. Thank you.

(Whereupon, the morning session of the forum was adjourned, to reconvene at 1:35 p.m., this same day.)

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AFTERNOON SESSION

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COMMISSIONER SWAIM: Before we begin this afternoon's session, one of our Commissioners was not in the room when we convened this morning. I want to introduce Dr. Ben-chieh Liu from Illinois, who has joined us a little bit late today. Thank you.

(Applause.)

COMMISSIONER LIU: I was here this morning.

COMMISSIONER SWAIM: But not when we opened, Madam Moderator.

COMMISSIONER FORBES: I had a little announcement also. Anyone in the audience who has something they just have to say, raise your hand. We'll certainly recognize you. We don't want to miss an important comment.

The next speaker is Inga Boudreau from the Multnomah County Library in Portland, Oregon. Did I get it right?

MS. BOUDREAU: You got it right.

Good afternoon, members of the Commission, State Librarian Gary Strong, and forum attendees. Thank you for the opportunity to present testimony that relates to library and information science as it applies to children and youth.

As the first speaker of the afternoon, I'm in the position of wondering whether your lunches have satisfied you so much that you'll think I'm wonderful or sedated you so much that I'll put you to sleep.

My undergraduate education included preparation for teaching and the habit of using examples to make a point has never left me. I'm going to give you examples of some of the things libraries in Oregon, and Multnomah County Library in particular, are doing and must continue doing, but won't be able to without continued and increased funding.

In 1992, as part of a project funded by an LSCA grant and monitored by Multnomah County Library, the Northwest Regional Educational Laboratory conducted a study of the services available to young children, birth through six years of age, and their parents and caregivers in Oregon's public libraries.

This was called "Opening the Preschool Door to Learning." The educational lab compiled and evaluated data from all public libraries on services to these groups and conducted more thorough studies of six selected libraries in communities of various sizes, economic levels, and cultures.

In each of the six communities, the NWREL investigators studied the programs and services the library offered and held a focus group with parents and other members of the early childhood education community. The focus questions dealt with how the group members perceived the library and its programs, how familiar they were with the library services for young children and the adults who care for them and how they felt the library met their needs.

Among the perceptions widely revealed by the study, many of the respondents appreciated the library's programs and services and requested more realia, more interactive and multisensory experiences. Along with this desire for programs that are not just about books, respondents wanted to see more media in the library, including toys, puppets, audio tapes, video tapes, and computer software.

Respondents expressed the desire to see the library reach out into the community more and bring its programs and services to childcare centers, preschools, malls and parks.

Libraries should consider the various cultural, economic and language groups in their communities and plan programs and services accordingly. Respondents also wanted to see libraries involved in more cooperative efforts with social service agencies, schools and clubs serving young children and their parents.

The study emphasizes the value of exposing young children to programs, books, tapes and other media from babyhood and recognizes the special role of libraries in bringing these materials and programs to all young children, no matter what their social, cultural or economic status.

The library is the key institution in most communities. It is open to everyone and has hours of which working parents can take advantage.

In Oregon, all public libraries should take the preceding points to heart when designing and planning their programs and services for children. The findings particularly emphasized the need to reach out into our communities with services, programs and media that are relevant to non- or marginal library users. We can't do it without funding.

At Multnomah County Library we have developed some areas of service that are very promising, but again, will need ongoing federal support to continue growing. Recognizing the problem of at-risk teens who are also parents means recognizing not only the needs of these young people but also the effect of their at-risk status on their children's chances for success in the world.

Parents who have never been made aware of the importance of reading, or who have little or no familiarity with libraries and their services, are parents who will not be reading to their children. They will not be helping their child to become a life-long library user or to nurture a desire to learn.

They will not be availing themselves of library resources to sharpen their own reading skills and improve their parenting skills.

In January 1993 Multnomah County Library began a partnership with a division of Portland public schools called Portland Night High School. This division was created to help teen parents finish high school, but the director and the library saw it as an opportunity to help these young people shape their children's futures.

Starting with simple presentations that brought information about library resources into the classroom, the program grew into a series that included library visits, OPAC instructions, storytimes, parenting workshops and the issuing of library cards to enrolled parents and their children.

For some teens it was their first visit to a public library. To learn that it was a place where storytimes welcomed toddlers and board books were available for babies was a revelation to them. To learn how important reading to their children is in determining success in life and that the library had resources to help them improve their parenting skills was a revelation.

The program was an overwhelming success but, just before school ended in June, the Portland public schools suffered a severe financial cutback. Next year there will be no Portland Night High School.

Finding ways to reach these at-risk teens with information about the library and its resources will be incumbent on the public library, for the school libraries have also suffered severe financial cuts.

We must work with parents so they will understand the growth and development process of their children, the importance of reading to children and the impact of reading on a child's ability to learn.

Supporting these teens with parenting information, with storytimes for their children where they can share parenting experiences with other teens, will help them and their children to lead successful lives.

Without funding for outreach programs or for the purchase of materials, our ability to make things happen is severely curtailed.

Three years ago through a federal grant, Multnomah County established a program for childcare providers called "In-The-Bag" books and learning objects built around developmentally appropriate themes, and accompanied by guides for their use, are housed in bags in three of our branches.

One series of these bags is designed for toddlers and one for preschool children.

An early childhood resource specialist on the library staff presents workshops and provides in-service training to care providers. Many providers never used books with the children in their care until In-The-Bag.

Many providers were not aware that they could engage children in developmentally appropriate, book-related activities that would lead to reading readiness until In-The-Bag.

Many home care providers had no chance to interact with other home care providers until they attended an In-The-Bag training session.

Our statistics for fiscal year 1992-93 show that, of the 324 bags we circulate, on the average less than 2 percent is in the library. It is the public library that has made it possible for these children to have exposure to books and to have developmentally appropriate, reading-related, or reading-readiness experiences.

The childcare community regularly asks us to duplicate the program in more branches, but to do so, we need funding.

I've given you three examples of projects that either by themselves or by extension improve library service to children, but will not continue to grow without federal funding and support.

Now I'd like to share something personal with you. Last Saturday I was in a very pastoral part of Oregon with 14 youth librarians. We were starting the second day of a working retreat, the first Multnomah County Library youth librarians has ever had. We were setting goals, planning programs and exploring new ways to reach new populations. It was a significant occasion.

For me, it was also the anniversary of a significant occasion. I asked the gathered group if anyone had any idea where I might have been on that day 30 years ago. One of my staff offered up the fact that she had been in her crib because she was only one month old --

(Laughter.)

MS. BOUDREAU: -- and that was a very sobering comment.

After awhile somebody guessed. Thirty years before that, 19 of my classmates at the State University of New York at Albany and I were marching on Washington.

In the discussion that ensued, someone asked me, "What do you remember most about all of that?" My response was something like "Some of us had just graduated from college, but most were about to enter our last year, this group of 19. We didn't have very much, any of us. We didn't have jobs, we didn't have any money, but we felt very right and we felt very strong. We felt that we could bring about change".

I told my staff that I hoped that the goals we were setting and the plans we were making for Oregon's children would help us all somehow come to that feeling those 19 kids and I had that day: strong and up to the challenge. We would help today's young people to feel strong and empowered, too.

Thank you.

(Applause.)

COMMISSIONER FORBES: Questions? Our next speaker is Joy Thomas, Vice President of the California Library Association.

MS. THOMAS: Good afternoon. I bring you these following remarks prepared by the President of the California Library Association, Luis Herrera. He regrets that he could not be here today and we thank you for this opportunity. On behalf of the membership of the California Library Association, we take great pleasure in presenting this statement in support of a stronger role for the federal government in library and information services and literacy programs for children and youth.

The association commends NCLIS for its proactive approach to soliciting input and recommendations on this relevant and timely issue that has long-term implications for the future of California's economic, cultural and educational welfare. The means to an enlightened and empowered community is an informed and literate citizenry. This connection begins during the formative years and is nurtured through a series of learning experiences that incorporate both formal and informal educational institutions. Libraries must be a strong element of that experience and must reflect the cultures and values of a free and progressive society. But the economic climate increasingly threatens libraries of all kinds. Inherent in this nation's democratic principles are the concepts of access to ideas, freedom of expression and the right to free thinking. The federal government should exercise and advocate ongoing commitment to establishing a comprehensive network of libraries and information systems to support and facilitate programs aimed at meeting the National Education Goals. This support should manifest itself as strong policy formulation that includes an obligation of human and material resources to improve the nation's policy toward libraries, literacy and educational reform.

The California Library Association recommends and proposes the following goals to promote a stronger commitment to libraries and information for children and youth: One, a commitment of federal dollars to help fund school, public and academic libraries, especially school libraries where the love of learning can get the earliest possible start. Two, development of a national policy agenda supporting the value of libraries and library services, especially to children and youth. Three, a commitment to the national community service program, using libraries and literacy as the vehicle for progress in grassroots efforts. Four, establishment of grant funding programs aimed at promoting partnerships between private and public agencies to support libraries and literacy efforts, especially for children and youth. Five, a national awareness campaign on the value of libraries and literacy targeting children and youth and emphasizing careers in library and information sciences, especially for members of minority groups. Six, an ongoing commitment to employ technology for the dissemination of information to empower children and youth through life-long education.

Thank you.

COMMISSIONER FORBES: Thank you so much.

COMMISSIONER SWAIM: I wanted to ask one question. Since you are an officer in the statewide group, do you see a great deal of difference between the services offered to students in urban areas versus those offered in rural areas?

MS. THOMAS: Oh, definitely. The urban areas, as badly funded as they are, are much better off than the rural areas where often there are no library services whatsoever.

COMMISSIONER SWAIM: Thank you.

COMMISSIONER CASEY: May I ask a question? As you are an officer of the state organization, you are concerned for school libraries along with public and academic libraries. You made a strong plea for federal aid and I presume you mean libraries of all types.

Earlier in this hearing we heard that there's no certification or MLS required for a person who runs a school library. You're familiar with the lack of certification in the California elementary and high schools. Now, do you think that the federal government should state that there must be a professional librarian in every secondary school, if the school wants to receive federal aid? That would not start in one year, but over a five-year period, for example?

("Yes! "Yes!" Laughter.)

COMMISSIONER CASEY: Did I tell a joke?

(Laughter.)

MS. THOMAS: I think they're coaching me.

(Laughter.)

COMMISSIONER CASEY: Let's say that the federal budget becomes effective on the 1st of October, for example. As these federal aid programs are approved, some in public libraries, some in the schools, the warning could be issued by the federal government that at the end of five years there will be no further federal grants to your school unless you employ a certified librarian, an MLS, and whatever standards you want to put in. I was so appalled when I learned some time ago that there's no certification, no MLS required for your high school library media specialist. I felt that some drastic steps must be taken to mobilize the school districts in the State of California to earmark a portion of the budget to go to the school library media specialist.

MS. THOMAS: I couldn't agree with you more. I'm pleased to hear my constituents coaching me here, because that was my personal opinion.

COMMISSIONER CASEY: Would you advocate that —

MS. THOMAS: Definitely.

COMMISSIONER CASEY: — the federal government simply says, at the end of five years, if you don't have a —

MS. THOMAS: I think it's essential.

COMMISSIONER CASEY: It's essential. Then they'll cut off federal aid to a given high school or locality —

MS. THOMAS: I prefer to look at the carrot aspect of that rather than the stick aspect. I'd presume that at the end of the five years they would find a certified or professional librarian.

COMMISSIONER CASEY: Or they would lose their federal support?

MS. THOMAS: Let's talk about the incentives. But, yes, I agree with you.

COMMISSIONER CASEY: What incentive do you have unless the federal government tells the school district that you'll lose federal aid for your library —

MS. THOMAS: The incentive of professional assistance in the library for students. Yes, I think the stick needs to be there. I agree.

COMMISSIONER FORBES: That needs to be there, too.

COMMISSIONER CASEY: Yes.

MS. THOMAS: Yes. You have my support on that.

COMMISSIONER CASEY: Thank you very much.

MR. McGINNIS: As President Elect of the school library association, I prefer both the carrot and the stick, so I would go for both of those.

It is true that an MLS is not required, but a school library media credential *is* required to serve in a school library. What isn't required is that schools have a school librarian at all. If they do put someone in the library and call that person a school librarian, that person does have to have a certificate.

COMMISSIONER CASEY: I agree this concept can be sufficiently tailored to meet the situation in California. The point that I'm trying to make is that we do have to take dramatic action in order to make it necessary to have an MLS or a certified person as the school library media specialist.

COMMISSIONER FORBES: If you're going to use a stick, it looks like you could broaden that a little bit by saying "professional staffing" and require the clerical help too. You can have an MLS , but if you've got to shelve books till 6:00, you're not going to do that good a job.

MR. McGINNIS: It's professional library staffing, though. They try to get around it by putting English teachers in the library and saying they're professionals, they're certified. We require a certificate in library media services.

COMMISSIONER FORBES: I'm talking about the assistants to that person.

MR. McGINNIS: I agree with that. We should have that as well.

COMMISSIONER LIU: I have a number of statistics I can share with you in terms of interstate comparisons about librarians, like the number of full-time equivalents, expenditures and circulation. According to statistics collected from the public libraries showing full-time-equivalent staff per capita base, California ranked among the highest in the entire United States, with an "A." However, the books per capita in California ranked an "E" which is the bottom of the state in ranking. Expenditure per capita, California ranked a "C " as compared to others. Attendance and circulation ranked 'B" and "D" respectively. I do have in this paper all the 1991 statistics for other states and our Commission does have some information on the interstate comparisons. Those are public libraries.

COMMISSIONER FORBES: Thank you. The next speaker is Rick Larkey, President of Associated Resources.

MR. LARKEY: Thank you very much. My name is Rick Larkey and, contrary to how I'm billed, I really am the Director of the Industry Council for Technology in Learning, which is a state legislative initiative of the Industry Education Council of California. Our charge is to recruit and organize the private sector to work with the public sector in expanding the use of technology in learning throughout the state. Our membership includes major telecommunications and computer corporations in the country as well as a host of public sector education organizations.

Today I'd like to focus on four particular points. One, to talk about what a vision of success is in the state in relationship to learning. Two, to talk about the role of libraries in achieving this success. Three, to talk about a challenge that we have in achieving this success. And four, to talk about the role of the federal government in assisting libraries in achieving this success.

We believe as an organization that, if we're to be more effective in stimulating learning in our children and youth in California, the consequences of this stimulation would be a reduction in delinquency, in teenage pregnancies, in high school dropout rates and in the use of drugs and alcohol by our youth. What we would see is an increase in the number of children and youth to learn, an increase in their literacy and an increase in their ability to be successful in school. Ultimately we are challenged as a state to create a learning system in which every youth in California successfully becomes a responsible, employed citizen with positive self-esteem, who is eager to learn and eager to continue their learning for the rest of their lives.

Now the role of the libraries in this vision of success is to serve as a repository of accessible, easy-to-use information and as a major innovative force for motivating children and youth in utilizing this information. Eventually we envision that libraries will be less a place to go and more a number to call. A number that gives you access to local and international adventures and experiences. A number that connects you to a real live person and a two-way interactive video communication. An easy-to-use interactive computer screen which offers a wide range of games and stories and exercises in a variety of languages. The opportunities provided by these library services are so stimulating to these young people that they would rather learn than watch TV, do drugs, or commit crimes. The challenge of achieving this success is to create the information services and databases using a wide range of technologies that children and parents and educators not only want to use, but they want to pay for.

The Industry Council on Technology for Learning, among others, is in the process of developing the Golden State Education Network which will eventually electronically connect every school and learning center in the state. Initially the nature of this connected activity will vary greatly. Some schools will have multimedia approach with two-way video communications, coupled with interactive datalinks to all classrooms in the school. Others will begin with the telephone line, a modem, and a computer hooked up to the administrative office. It is not just a matter of converting hard copy data to an electronic medium, although that's important. The need is to create ways to easily access and use the information which is available. The challenge is to create interactive programming that will involve children, youth, teachers and parents and encourage them to want to be on the network.

There is an additional need for technical assistance. We see the library people as having a unique gift to offer in the way information is organized and the way in which you think about information needs to be shared with the community at large. That training has to be made available to people in the way they process and use data and and information to their own benefit. Electronic, annotated bibliographies describing various national and state databases and how to access them need to be developed. If you've ever tried to use the Internet, it's a very confusing situation. It's very hard to get around. We need people who have your skills to help us figure out how to make that information available and easy to use. We believe that the library system in California can be a major developer and provider of these information services with proper support.

Which leads me to my final comment on the role of federal government in this effort. National software and technical standards need to be improved to increase the use of the Internet. Other national and state databases need to be improved and enhanced. We fully support the work that's being done with the Library of Congress in this effort. California especially needs federal support to increase access to this information and learning technologies for children and youth of all ages. Hundreds of schools across the state, especially in our economically disadvantages areas, are in need of financial assistance to invest in the technology and training to participate effectively.

Finally, the federal government should provide the incentive for both private and public sectors to pool resources and develop the accountability systems which demonstrate the success we are trying to achieve.

Thank you for giving me the opportunity to present our comments.

COMMISSIONER FORBES: We must have questions for you.

COMMISSIONER FORBES: Do you have any library specialists working with you?

MR. LARKEY: Do we now?

COMMISSIONER FORBES: Yes.

MR. LARKEY: Other than Gary, no. Part of the reason why I'm here is to say, "Come on down."

(Laughter.)

SPEAKER: I believe it's safe to say this is a fairly new invention —

MR. LARKEY: Right.

COMMISSIONER FORBES: Do you work under the auspices of government to bring the private and public sectors together?

MR. LARKEY: The legislation that was drafted last year, Senate Bill 1510, which was passed by the Legislature and signed by the Governor in October, created two councils. There are the Education Council of Technology for Learning and the Industry Council of Technology for Learning. The Education Council was given

$13.5 million to administer and disseminate and has the charge to work on the education side of the house developing the initiatives.

We have a set of interlocking ward members and our charge through that legislation is to reach out to the private sector and really organize their efforts. One of the initial things that we've done is apply for ARPA funds, which were the defense conversion funds and involved some of the knowledge of defense people. The computer firms put together an initiative that will bring $40 million into the state to improve on the educational technology.

Those are the kinds of activities that we're starting.

COMMISSIONER FORBES: Are you having good response from industry?

MR. LARKEY: Overwhelming, actually. We're fairly young; we started in January, and we have over 150 members representing 60 different organizations at this point. It's really been word of mouth, and we are just now trying to develop a fairly widespread marketing campaign.

There's a lot of interest on the part of the private sector in this area, for a couple of obvious reasons. We see this as a really good economic development investment on the part of the state that has a double benefit. We're investing in types of things that will make the state stronger and investing in human beings, which we hope will bring tremendous returns.

The private sector is looking for ways to help the public side of the house improve the ways in which learning takes place. They have a vested interest in making sure that happens.

COMMISSIONER FORBES: Almost survival for them.

MR. LARKEY: Yes, it really is on the part of some of the more aligned companies. They moved away from the community service attitude to this is a life-and-death type of situation for us. From those folks, there's tremendous concern.

COMMISSIONER FORBES: Thank you very much.

MR. LARKEY: You're welcome

COMMISSIONER SWAIM: Excuse me. Do many schools actually have the Internet in California?

MR. LARKEY: No. No. I don't know what the statistics are but. the higher up you go on the education ladder, the more folks you'll find connected to the Internet. There's a fairly high use rate of the UC system and the CSU system.

When you go through K through 12, you find insignificant numbers of connected folks.

It's the same way with the use of the technology. One of the things that everybody realizes now is that it's not just a matter of buying technology and dumping it somewhere. There has to be something that's driving it and one of the things that we're really trying to do is get everybody working together to create things that people want to use. That's what's really going to drive the use of the technology.

COMMISSIONER SWAIM: Thank you.

MR. LARKEY: Thank you.

COMMISSIONER FORBES: Our next speaker is Hanna Walker who's Manager of the Compensatory Education Office at the California Department of Education.

MS. WALKER: Good afternoon. Thank you, Commissioners and Gary Strong.

I am representing Sally Wilson, who is on vacation and got her days mixed up. One of those other duties you have as an administrator is you fill in for your staff when they can't be there, so that's what I'm doing.

We are fortunate to be a part of a federal and state program that has been in existence for more than 28 years. We're looking forward to the reauthorization of the Elementary and Secondary Act next year because Chapter One is a major part of that.

Even Start is a part of Chapter One. It's one of the newest parts of it. Even Start and Program Improvement came about the same time in the 1988 amendments. Most of you know that the Even Start program is for parents who meet the qualification of adult basic education and their children, birth through seven years old. The purpose is to provide services to the parents and the youngsters, separately and then together, so that kids can go through the developmental stages necessary to be successful in school. Services are provided to the parents so they can help them in the educational setting and at home and ultimately break that cycle of poverty. That's primarily what the program is all about.

The California Department of Education has only been responsible for implementing Even Start for two years. The first couple of years in this last preauthorization, the U.S. Department of Education ran the project. Last year we had 22 projects across the state and this past week we funded an additional 15. We now have 37 projects and we have great expectations for them. We're trying to provide as much direct assistance to them as possible so that they can be successful. Because this was the fourth year for some people, it has proven to be successful, therefore we're really beginning the fifth year for some projects. Some have gone through the cycle the first time and we're very pleased about that.

Sally told me to mention a couple of the projects that may be of interest to you. One of the projects is in Chula Vista, which is in San Diego County. It provides buses for parents and their children to bring them to the library to read and enjoy the great book storytime and to check out books. This is done weekly. The project provides the transportation and funds to pay for the drivers. One of the component parts of working with parents is to help them with their literacy skill development. The two work together to improve the services for both the children and their parents.

The second project she wanted me to mention is in Santa Clara County, which is in what you hear referred to as the silicon valley, and in the Franklin McKinley School District, also in that area. The parents literacy program is covered through literature. If you know anything about California, it's very diverse. Representatives from all ethnic groups in the world are most likely in this state. Meeting those diverse needs is a major thing in dealing with the parents and the youngsters. The books are provided through donations from the school, from Even Start and from the library, so it's a collaborative effort. One of the things about Even Start is that you begin with the funding at the 90 percent level and you keep reducing it and bringing in other funds and other services. More necessary than the funds are the services that are already there that can be used in a collaborative effort to benefit the youngsters and their parents. Some of the books were offered by parents and modeled after simple low-level readers that they have been successful in reading. That's in the Santa Clara and Franklin McKinley area. Sally thought I should mention those two.

As I said, we have 37 projects and we're very pleased with them. We're very much interested in seeing how the reauthorization is going to go next year. There is the threat that Even Start may become a part of Head Start. I have nothing against Head Start, but I like the fact that when it's Even Start, we have a little more control over the project from an educational standpoint.

Are there any questions about what we're doing in California? Thank you. Yes?

COMMISSIONER CASEY: Are there colleges, high schools or grade schools involved with the Head Start program in a given city?

MS. WALKER: You mean in the Even Start program?

COMMISSIONER CASEY: Yes.

MS. WALKER: Yes. Most of the programs funded are tied in to educational institutions. They're either through the adult education, though some of them are through the child development part of a school district. They're all educationally based and connected with some community organizations. Yes?

SPEAKER: Do you have a program that addresses the needs of limited --

MS. WALKER: Yes, many of them do.

COMMISSIONER FORBES: So you think there's more accountability built into Even Start than Head Start?

MS. WALKER: Well, I probably shouldn't say that, but I —

(Laughter.)

MS. WALKER: — didn't I waffle through that? Because all of the Even Start programs are under the Department of Education, we can have more accountability from the educational standpoint and we don't have as much local governance in Even Start as there is in Head Start. I think that we have a better handle on it.

COMMISSIONER FORBES: Do we need both?

MS. WALKER: Oh, yes, I think we do. In a lot of instances, Even Start and Head Start are working together. There's one area that uses Head Start for the kids and adult education for the parents, and so it's a collaborative effort. My concern is the threat of Even Start being pulled out of the Department of Education and put under the Department of Health and Human Services. That makes me nervous and that's what I'm talking about.

Thanks.

COMMISSIONER FORBES: I'm anxious to hear from the last speaker for this segment. I've already found out that this lady believes that one individual can make a difference. Councilwoman from the City of Santa Clara, Judy Nadler.

COUNCILWOMAN NADLER: As an elected official, you can imagine that I receive countless letters from citizens. Many of them seek to lobby me or to inform me, complain about an issue or a problem in the city. Some of them offer thanks for a job well done, for a problem that I've helped solve or for a variance granted. But in the eight years that I've served as a city councilmember, only one letter has moved me to tears. I'd like to read that to you now:

> Dear Ms. Lieberman: I moved to Santa Clara when I was five, and I listened to the stories at the library over and over again. But when I heard your stories, it was different. More sarcasm and expression. I'm having problems at home because my dad just died. So sometimes I need something to help me get to sleep at night. So I push 241-1611 and hug my teddybear and listen. Thank you. P.S. I was born 9/14/80, so I'm ten.

I have copies of the letter that this child wrote to us to share with you, including a wonderful illustration of her in bed with her teddybear and the telephone on the floor.

I call that one straight from the heart. That young library patron writing to the children's librarian, who does a marvelous tape each week of stories for storytime, is an example of the broad and deep need that libraries fill in our communities. The local library, in my judgment, more than ever reaches out and meets the needs of our children, young adults and their families.

My comments this afternoon will be to bring to your attention the critical role that libraries play on the local level and to support my belief that libraries are the community centers. Unlike the senior citizens center, which does a great job for its population, or the youth activity center, which does a great job for its constituency, the public library offers one place physically located in the heart of each community and is one place for everyone in the family.

Let me give you an example of what I saw at the library the other night. I happened to be in a community which is fortunate to have a library with evening hours. I consider that a great benefit,\ and I wish there were more who had that opportunity. I saw a family walk in: mother, father and three children. I kind of followed them around to see surreptitiously what they were doing in the library. The mother went over to the video collection and was perusing a video to pick out. The father went over to the section of the library that has the reference magazines and I believe he was looking up something about car repairs. One of the children was probably a high school student, doing term paper-type research, and I didn't want to peek over his shoulder to be too specific about that. The other, a middle school child beginning what will be a year-long study of the California Missions, which is a requirement in California. The little one went with my daughter to storytime over in the children's department. There was something for everyone in that family at the public library. In the day and age when we talk about the lack of quality time that we're able to spend with our children, I can't think of anything of higher quality than a family spending an evening together at the public library.

In the economic times that we face, purchasing the Encyclopaedia Britannica for your home, purchasing videos or being able to go to the movies or having enough storybooks for your child to keep them excited is beyond the means of many of us and many of the people that we serve.

I'm sure that the gentleman was looking up car repair because it costs an arm and a leg to have your car repaired if you take it someplace and so I assumed he was also saving money, if you will, at the public library. There was not a direct charge to any of those people for coming in.

Serving as a locally elected official, as a White House Conference delegate and as someone who has been a lifetime advocate of libraries, I believe libraries are ready, willing and able to be the active participants in the community and they're ready, willing and able to be part of the coalitions and the partnerships that are out there. Some of the opportunities are with city and county programs, working in conjunction with school districts, with local colleges and universities, with the community foundation in each community. Service clubs certainly play an important role in the coalition-building. So does the private sector, and not just the big corporations, but the smaller companies and the fast-food outlets and others that do help us when we ask for help.

One example of a successful coalition that directly benefits the youth and children in our community is the city recognizing a need for on-site latchkey care. We call it the after-school enrichment program. The program works with the school district and we now provide an on-site enrichment program at every elementary school in the city. We do that in conjunction with the Department of Parks and Recreation which sends out people to assist in recreational things, and with the librarians sent by the public library's children's department. Unfortunately, there's not enough money to continue those programs. I heard many, many families express their needs before the city council: they were working two and three jobs, and asked, "Please don't take this enrichment program away from our children." Frankly, as a city government, we did not have the money for that.

Beginning this month, we are working with students at Santa Clara University, a local institute of higher learning and a very fine one, who are involved in either the early childhood education program or other programs and are going to be working with us, the city, the school district and with children. I think it's a great example, and a relatively simple one, of a great program that was able to continue because of coalition-building.

One of the things that I find most rewarding about my position as a city councilmember is the ability to meet with people from all over the world. I do that in my own city because Santa Clara, although not perhaps as ethnically diverse or culturally diverse as some communities in California, does enjoy a very rich cultural mix. I had an opportunity to go to the summer reading program celebration to extend to the children attending my congratulations on their finishing the program. This summer, 1300 children read ten or more books and we gave them a little certificate and several other awards. As I went to each of these celebrations– some were held in the day and some in the evening– and looked at the children, I was so excited by their excitement, but there was something else that was meaningful to me. They came to that library to get their books with their families and their families brought them to these celebrations. Not only did the children have an opportunity to learn and read and mix and share, but when it was time for the cookies and punch, I saw all of these adults taking that opportunity. Children bring us together and they certainly brought these very diverse adults together in a wonderful environment. I had to take the opportunity to congratulate the adults who didn't get a certificate but surely deserved it, since they had also been a very important part of the success of that reading program.

Libraries are the community centers. Whatever we can do on the local level, we are trying to do. But we definitely need additional help. I commend NCLIS for your support of library issues and especially for your interest in the forum today to look at the services that we provide for children and youth.

On April 7th of last year, I was in Washington, D.C.. to meet with Congressman Norm Minetta, who represents me, and Don Edwards and several other of the California delegation. I explained to them the impact of the federal funds on the local level and exactly what it meant to the people who were walking in the door at the library to see and read and view and check out. I completed my discussions by telling them that April 7th would be very important to me forever, because April 7th is my daughter's birthday. She was three that day, in California celebrating her birthday with the rest of the family, and I was in Washington, D.C. I explained to the members of the California legislative delegation that this was okay; I felt the greatest gift I could give my daughter for her birthday was the assurance that libraries would be there for her lifetime.

Thank you.

(Applause.)

COMMISSIONER FORBES: This lady is an inspiration to me. A real, live, elected official who likes libraries.

(Laughter.)

COMMISSIONER CASEY: Ms. Nadler, like most of us who were at the 1991 White House Conference on Library and Information Services, we're at this forum today as a result of the actions taken two years ago. Some 95 resolutions were adopted and the Commission is holding open forums to hear public expression relevant to the amendments we give to the Congress and to the President. I would ask Councilwoman Nadler to tell us what's going to happen in Santa Clara next August because here's an audience of Californians.

COUNCILWOMAN NADLER: Thank you for that opportunity. I'm very pleased to invite all of you, and all of the people that you know who care about libraries, to come to Santa Clara, California, on August 5th, 6th and 7th of 1994 to attend the annual meeting of the White House Conference on Library and Information Services Task Force Annual Meeting (WHCLIST). It promises to be a very exciting, informative and inspiring meeting and I urge you to attend. Santa Clara, for those of you who may not know, is in a wonderful position of being rich in history and on the cutting edge of change. We are one of the original California mission cities, so we are much like libraries, very deep and rich in our history. But we also are in the heart of silicon valley, so we're really on the cutting edge of the kinds of things that we're talking about in information services. Our goal for this annual meeting is to bring together those two elements in a way that will allow the building of alliances, working together for the future, and implementing those very, very important recommendations. I hope you will come and we promise that it will be a great meeting. Thank you for the opportunity to mention that. That's August 5th, 6th and 7th. You can come early and stay late.

COMMISSIONER FORBES: Bessie, the schedule calls for a break at this point. Do you think we're ready? Should we take one more speaker? All right, we'll stick to the schedule.

(Brief recess.)

COMMISSIONER FORBES: While we're all deep in conversation we've gotten five minutes behind, so we have to get back on track here.

Our next speaker is Anne Campbell, the National City Library Director and President of the National City School District.

MS. CAMPBELL: Good afternoon. Thank you for this opportunity to speak to you. I bring a dual perspective, that of both the school library and the public library. Actually, it's my work in the public library that led me to become a school board member. I don't know whether I should be thankful or not.

National City is a unique community, but perhaps not as unique as many others in California. We are the poorest community in San Diego County, a full 16 percent poorer than any other city in San Diego County. We're 74 percent ethnically diverse, one of the most ethnically diverse in the entire United States. I think we're in the top 14. We have large populations of Hispanics and Filipinos.

About 70 percent of our kindergartners reach elementary school one to two years behind in grade level and 42 percent of those are limited English-proficient. Out of the Hispanic children, who comprise 56 percent of our population, it is estimated that two thirds of them will drop out. Even if they graduate they will be illiterate or unable to carry a job that will earn them a living wage. The effects of the demographics of National City and the effects of poverty are devastating in National City. It's not enough that we combat illiteracy or that we teach our children how to decode. They need to learn to read. They need to learn to love to read. Many recent immigrants living in National City have no background in the use of a public library. It's seen as an unknown institution, perhaps even frightening.

National City has had children's services at the forefront of its goals for the last ten-plus years. Over ten years ago, as we looked around and saw our 100-plus-year-old library stagnate in a sea of demographic change, we found that we were offering traditional library services that were not meeting the needs of our changing community. We looked at what we could do to offer programs and an atmosphere that would bring children and their families into the library.

If you visited my library, a lot of you would perhaps be appalled at the noise level. We have a really noisy library, but for many of our community people that's welcoming, that's comfortable. They want to be in a group and they come to the library as a gathering place to be a part of a community. In some ways it reminds me of the 1890s and settlement houses back east, where all sorts of services were provided for children and family under one roof. In so many of those same ways our library is trying to provide a variety of services for our children and families under the roof of the public library. As a hook to start our program, we thought, how are we going to get these kids? Well, schools have the kids, so if you can get the schools to bring them, then hopefully the kids will return with their families. And it's magic; it works.

Our children's programs have some of those traditional components you see in most libraries: year-round reading programs and story hours. Because of our work with the schools, we have a week-long fifth grade library skills program, we have weekly class visits and for three years we have had a Reading is Fundamental book distribution. With impact from the State Library and federal funds, we've had a Grandparents and Books program. We were fortunate for the past two years to be a recipient of Title V foreign language materials acquisitions money and that was aimed at our Hispanic community, Spanish language materials that focused on family literacy.

Our local school district also has a very strong commitment to early childhood education. I don't know whether you're familiar with a midwestern program called the Parents as Teachers program. It's a program that works in the home with newborns, pregnant moms and children, up to the age of three. It provides in-home visitations by trained staff members who go in and talk about child development. One of the things that the parent educators do is to refer these parents to our Families for Literacy program. It's a perfect tie-in. We're getting them, we're training them in parenting skills and then getting them into our Families for Literacy program, which is run by our adult literacy program at the library.

Our Families program also works, most recently, with two Head Start programs in our community to bring childcare workers and their kids and families to the library for reading activities. This fall, parenting and ESL classes are going to be held in the library in conjunction with the local adult school and those will have a component of children's activities and childcare. Next we're going to have medical services and then we really will be a full-service library.

School and public library partnerships are often difficult; there are turfs on both sides. Schools often don't see the public library as part of the educational community and libraries are already stretched to the limit in providing what they see as their basic services. The collaboration, however, is critical to our kids. I see that as a role with which the federal government could assist. Information on successful partnerships between schools and public libraries could be disseminated by the federal government and perhaps key participants in successful programs could go to other jurisdictions to assist in forming these successful collaborations.

As the nation rushes towards a post-industrial economy, the inequities that I see in my community that separate the poor from others are becoming increasingly significant. The lack of opportunity for the children in National City to have ready access to information technologies is very difficult. Without that opportunity the poor will indeed become poorer.

School/public library partnerships can help. We have a local area computer network at the public library and we hope that our schools will soon have access to dial into that. Federal funds might help in that area. But with the slashing of school budgets, city budgets and county budgets, it leaves the public library in many instances overwhelmed by the demands of meeting the learning needs of preschoolers, of meeting the reading and recreational needs of school-age children and of meeting the curricular needs of school libraries that lack funding. This means that the public library is impacted even more. Schools and public libraries need a stable funding base. The equity in school funding California has worked for since the Serrano decision in 1974, which gave us equitable schools and what we saw as equitable school funding, is being eroded more and more with the demands on the shrinking available tax dollars. Schools and libraries are being encouraged to look to their local jurisdiction to raise additional funds.

In my community that wouldn't be possible. Are we going to provide our children and youth in our poor communities with poor schools and poor libraries?

When schools and public libraries have the staff, the technology and the funds, then we can all work towards one mission, which is teaching our children. Only then can we have a profound impact on the National Education Goals which we all are striving to address. These are not just education's goals. When I talked about the education goals to my library staff, they said, "Huh?" They weren't well-read on them. I don't think they're education's goals; they're society's goals. Unless these are achieved, everyone will suffer. From the White House to NCLIS, to the state house and to the local jurisdiction, we need to make a commitment and allocate resources.

Franklin Roosevelt, who I guess is fashionable to quote, spoke of the four freedoms: freedom of speech, freedom of worship, freedom from want and freedom from fear. I urge you to consider committing resources to another: freedom of access to information.

When we look at so many of the problems, whether it's violent crime or drug abuse, we frequently find a common cause– ignorance and illiteracy. Libraries are not just stopgap measures, but permanent solutions. It is within our reach to insure that all children have access to excellent school media centers, public libraries with rich resources and free access to information technologies. It is through collaboration and commitment that we can make this a reality.

Thank you.

COMMISSIONER FORBES: Thank you, very much. Elinor, do you have a question?

COMMISSIONER SWAIM: I was wondering if San Diego is in San Diego County?

MS. CAMPBELL: National City —

COMMISSIONER SWAIM: And National City is as well?

MS. CAMPBELL: Yes.

COMMISSIONER SWAIM: In my state we have towns with the same name as counties, but they're not together. I wanted you to know how much the Commission and those of us who have met with Dr. Payzant, who came from San Diego to the Department of Education, appreciate having such a gifted and concerned man in the Department of Education. We had the pleasure of meeting with him for about an hour on the afternoon that he was confirmed and he was very generous in his time. We'd expected to be there only a few minutes. We think he's going to be an excellent public servant.

COMMISSIONER CASEY: Ms. Campbell, you pointed out there's a level of poverty in National City and have decried the conditions. Does the National City School District provide lunches for the youngsters in elementary grades?

MS. CAMPBELL: Uniquely, we're one of five sites being tested for a program that provides free lunch to every child in the school district. It was a pilot project for three years and we are in our last year. They're looking at legislation that will let us continue. It's an idea whose time has come to reduce the kind of record-keeping that was necessary in a school district such as ours. The high majority, 85 percent, was already offering free lunches.

COMMISSIONER CASEY: You may wonder why I bring this up at a hearing relating to libraries, but who pays for the lunch program in the schools?

MS. CAMPBELL: A combination of federal and state funds.

COMMISSIONER CASEY: All right. Where do those youngsters eat on Saturday and Sunday and during the vacation periods?

MS. CAMPBELL: Fortunately for our children, most are in year-round schools, so it's not three months. They used to have what they called– this is terrible terminology– a summer feeding program.

COMMISSIONER CASEY: Well, the point I'm making —

COMMISSIONER FORBES: That's right.

MS. CAMPBELL: But now we no longer have that program and the break is six weeks between the components of year-round schooling.

COMMISSIONER CASEY: If the federal and local funds are used for the school district, couldn't you bring the youngsters into the library on Saturday and Sunday and feed them with the money from the same sources? That would take some adjustment in terms of your kitchen or something of that nature, but we've gone to many unusual extremes to attract people into the library. Instead of a free lunch at school Monday through Friday —

MS. CAMPBELL: We could —

COMMISSIONER CASEY: — Would the same youngsters come to the library Saturday and Sunday?

MS. CAMPBELL: I'm sure many of the children in National City go hungry. I was only half joking when I said that perhaps we'd do medical testing in our basement. For jurisdictions such as mine, they can't practically find additional local funds for the public library. If I can find other social service agencies that will do it themselves or do it in conjunction with the public library, then it provides an opportunity to continue as a public library.

COMMISSIONER SWAIM: I'm curious to know under whose aegis the experiment is going on. Is it a state-initiated experiment or under the national Department of Agriculture?

MS. CAMPBELL: The free lunch? That's through the U.S. Department of Agriculture. They have done five programs nationwide and they were all different to reduce the amount of paperwork that's involved in the child nutrition program. Ours was one of five nationally and we hope it's permanent.

COMMISSIONER SWAIM: Thank you.

COMMISSIONER FORBES: Thank you.

MS. CAMPBELL: Thank you.

COMMISSIONER FORBES: Our next speaker is John McGinnis, the President of the California Media Library Educators Association.

MR. McGINNIS: I am John McGinnis. I'm the Director of the Library at Cerritos Community College in Norwalk, California. I'm actually President Elect of the Association. Bob Skapura is still President and I don't want him to think I've staged a coup.

(Laughter.)

COMMISSIONER FORBES: Well, he said you were a very good frien, and he recommended you highly.

MR. McGINNIS: I want to keep it that way too.

(Laughter.)

MR. McGINNIS: My plane arrived late this afternoon, so I wasn't able to hear many of the previous comments, but I'm confident that you have heard a whole host of complaints about the critical condition of California school libraries. Much of what you've heard is probably true; the situation isn't good. But I don't want you to leave California thinking the situation is hopeless. It's not.

The depths of despair to which some people have dropped even produced what I consider the hyperbolic prediction that California school libraries can never be resurrected. The good news is that California school libraries don't need a resurrection because California school libraries aren't even close to death. Yes, we have endured some bad times and you bet we've suffered some serious setbacks. But all across California you can still find school districts whose administrative leaders are so enlightened and so committed to school libraries that, even in these tight budgetary times, they have found the funds to staff their libraries with fully credentialed library media teachers and they have provided those library media teachers with the money to buy books, nonprint media and educational technology. More importantly, inside those school libraries you'll find library media teachers, classroom teachers and children engaged in dynamic and exciting learning activities incorporating the vast and diverse variety of resources modern school libraries possess.

So if everything's so rosy, why are so many people so despondent? Well, I can tell you what bothers me more than anything. Inequity. The very idea of the American free library, the very idea of American universal public education, is inextricably rooted in the principle of democracy. We violate that principle when we provide to some of our children the resources, the tools and the teachers who can train, educate and inspire them to become lifelong independent learners and then deny other children in the same country, in the same state, in the same city, and sometimes in the same school district, the same opportunities. There is no justification for that. There is only the lame excuse that, in the name of local control, we fail to exert the leadership to mandate that all our children be provided equitable access to school libraries staffed by fully credentialed library media teachers. The leadership of the California Media and Library Educators Association is committed to achieving the mandates that will benefit all, not some, but all the children of California. Many states in this country already have mandates that guarantee universal, equitable school library staffing and funding to the benefit of the children in their states. I am absolutely confident that we will achieve the same in California.

The question specifically before you today is in what context can you contribute to the success we will achieve, not just for the children of California, but for every child in every state in this nation. That's the question. You've probably guessed from my tone that I do have an answer. Equity requires coordination, coordination between districts and between counties and coordination between states. Equity requires standards for funding, standards for staffing and standards for student achievement in skills associated with library media instruction which increasingly fall within the rubric of information literacy. Equity requires oversight with the clout to insure that local jurisdictions do coordinate their activities, comply with the standards and guarantee that all children are offered not the minimal, but the highest form of library media instruction. To achieve this kind of equity, the Commission can work toward the goal of creating a position within the U.S. Department of Education and within each state department of education whose exclusive roles are to insure quality library media instruction to all the children of the United States. Many states already have such a position, but others do not. The creation of these positions at the federal level and at every state level would be a very important step in the direction of providing all children equitable access to the kinds of library media opportunities that will help them to become lifelong independent learners.

We in California are working toward that goal in our state and we would welcome your assistance. But we are not in need of a resurrection. I truly believe that we are rather on the brink of a renaissance of school libraries in California and that renaissance possesses the potential of being realized nationwide.

On behalf of CMLEA, I thank you for coming to California to solicit our recommendations. I also thank Gary Strong for inviting you to come to California and for providing me time to address you. Over the years I have increasingly admired Gary's competence, leadership and his commitment to all libraries. None of us got into this business for the money. The Commission and the audience are part of a camaraderie of people who share a very special love of libraries, of books and of the joys of reading. I look forward to the day when we can impart those loves and their rewards to every child in the United States.

Thank you.

(Applause.)

COMMISSIONER FORBES: Questions?

COMMISSIONER LIU: When you talk about —

COMMISSIONER FORBES: You've got two minutes —

COMMISSIONER LIU: Well, I'll probably only use one minute. When you talk about equity, we are always discussing efficiency before equity. Do you have any measure of equitable distribution of the services or the quality of performance from the California school district? Otherwise, how do you deal with the issue of equity if you don't have any measure about inequity?

MR. McGINNIS: The equity I was speaking of first and foremost has to do with the number of schools in which there is no library media teacher and consequently no library media services or instruction for the students. We are working with the

California Department of Education to determine exactly how many schools in California do have school libraries. We know it's few. There are over 6000 schools in California and we believe that fewer than 1000 of them have fully credentialed school library media teachers. That's not equitable.

Before I was an administrator at a community college, I was at a high school library. We had schools in our district where there were fully credentialed teachers but not library media teachers. One high school library was being run by a middle school art teacher. The kids in my school were getting the services of a fully credentialed library media teacher while the kids at the other school had somebody in the library who knew virtually nothing about that form of instruction. The measurement of staffing is one form of inequity. There is inequity in funding, as well.

The final one is student achievement. We are developing studies, and there are studies that have already been developed, which demonstrate that in schools where there is a library media teacher and where real collaborative planning and teaching and assessment are taking place, students do better.

COMMISSIONER SWAIM: Thank you. The Commission can certainly say 'Amen" to that because, if there is one thing that permeates all of our work, it is the interest in equal access for everyone in the country.

COMMISSIONER FORBES: Next we have Sandy Schuckett, a junior high school librarian in Los Angeles Unified School District.

MS. SCHUCKETT: Good afternoon. I'd like to thank you for coming and to welcome you to California. Thank you to Gary and the State Library for convening this forum. I am a junior high librarian. Prior to a year ago, I was an elementary school librarian for more years than I care to admit. I was actually funded by ESEA Chapter 1 money, but I could not be called a "librarian." I had to be called a "language arts resource teacher," or whatever title they came up with in a given year, or we would be out of compliance. What I did was be a librarian.

I'm sure that you've already heard many of the statistics nationwide and I was glad to hear you make reference to the Colorado study this morning. That study, which John just referred to a few minutes ago, is the definitive study today related to student achievement. The interesting thing about it is, we have known this all along. To have it actually come out in empirical evidence was wonderful.

I'm sure that you're aware of another study that was done by Stephen Krashen, who's one of our local geniuses, called The Power of Reading. It was published this year and it specifically states that voluntary reading is the best predictor of reading comprehension, vocabulary growth, spelling ability, grammatical usage and writing style... all things which kids need to be successful in school. As junior high school kids would say, "Duhhh." That access to school library media centers results in more voluntary reading by students. Again, as junior high school kids would say, "Duhhh."

(Applause.)

MS. SCHUCKETT: It's amazing how one's vocabulary changes when one graduates to junior high. We have also known this for years, but here it is in black and white, that having "a school library media specialist makes a difference in the amount of voluntary reading done." Again, I say, "Duhhh," and "larger school library collections and longer hours increase both circulation and amount read."

(Applause.)

MS. SCHUCKETT: All together now

ALL: "Duhhh."

MS. SCHUCKETT: — thank you.

I'd like to talk a little bit about being a kid in L.A. When you were here yesterday at the State Library you got a lot of information and demographics, so I'm not going to discuss that. Being a kid in my school district today is not what it was when I was a kid. It's not what it was when I started teaching 31 years ago, (when I was two years old).

(Applause & Laughter.)

MS. SCHUCKETT: Today in my junior high school, kids are sitting in classes of between 35 and 40 students. We have random metal detection weekly, where people from the administrative office and from the school security of the district will come in with a metal detector. They will just walk into a classroom and say, "Okay, it's going to be your turn." Nobody knows when they're going to do this. This is done, as I'm sure most of you are aware, because we've had killings on campus and we've had guns on campus and it's very scary. It's scary to the kids and to those of us who work there. It's scary to everybody involved and it should be scary to society as well. We've got gangs in L.A., but not only in inner-city areas; they are in many, many areas. I could do a whole sociological discourse on why we have gangs, but that's not why we're here.

We have a school district with no money, basically. We also have a school district which has never had credentialed librarians in its elementary schools. Never. I was in an elementary school because I was being paid by Chapter 1. It was an inner-city school and they had that kind of money. This began in 1965. At that time there was a component called teacher/librarian. There was a time in L.A., lasting for a few years, where 140 of our Title 1 schools had a credentialed teacher acting as a librarian, with excellent in-service from our district library services section.

Then when Chapter 1 was rewritten, those components were changed. Little by little, those positions were eliminated by individual schools. I was the last librarian to be in an elementary school in the Los Angeles District, and I'm talking about 456 elementary schools which today do not have a librarian. Many of them have parent volunteers whom they call librarians. Many of them have paraprofessionals whom they call librarians. Many of them have TAs who are college students working in the library three hours a week, basically circulating materials. Guess what they're called?

ALL: Librarians.

MS. SCHUCKETT: And are they really librarians?

ALL: No.

MS. SCHUCKETT: They are not librarians. Well, I felt the need to make this very clear because it wasn't, in my little mind, made clear enough.

A few years ago our teacher credentialing commission, which we had sort of lobbied for a long time, changed the name of a credential that had previously read "school librarianship" to read "library media teacher." I will repeat it: library media teacher. We wanted this change for two reasons. One, there were people with school librarianship credentials who were not getting the same benefits in their respective school districts that teachers were getting, like health benefits, sick leave benefits, even though they were credentialed teachers. Even though they were state credentialed school librarians. We wanted the word teacher in there so that those people could get the same benefits extended to the teachers.

The second, and probably more important reason was, we are teachers. We teach children. We do this all day. We teach them the kinds of skills they will need to live in this world in the year 2000 and beyond. We have 641,206 students in my school district. Fortunately, we do have approximately 122 junior and senior high library media teachers with state certification. In our elementary schools we do not have this. We have had to fight for our jobs every year for the past four years and, every time our district has had to cut the budget, we've had to fight. A year ago we had a reprieve and this year we have another reprieve, but we were fighting again between March 15th, when the letters went out, and the end of May, when it was decided that we could keep our jobs. We're good for another year, but we don't know what's going to happen next March 15th.

There are people who say, "Well, if there's no school librarians, the kids can go to the public library." This is not the answer to the problem. The public library has a different mission than we do. Our collections are geared toward the curriculum and, although we also have many, many materials for recreational reading, the basic parts of our collections are geared toward the curriculum. This is not true in a public library. But we do collaborate. I collaborate with my local public librarian when I know that certain teachers are giving certain assignments and I know that my collection is not going to meet all the needs. I call her up and say, "Hey, expect a rush on Indians," or "expect a rush on different counties" or "expect a rush on missions," or whatever. These are almost cyclical things; you know when they're going to come and so we work very closely on that.

We have kids in Los Angeles who were afraid to go to their public libraries during the times when they were open at night, which is not happening so much any more because their hours have been cut. But there are kids in our district who have to crash through rival gang territories to get to the public library. They're not going to go out at night, but they will stay until 4:30 or 5:00 in the school library doing the kinds of things that they need to do.

The people in the public library, although this is going to be hard for me to say, but I want to make it really clear, are not teachers, though they do teach. I was taught how to use a library in the L.A. Public Library, Central Library, so they do teach. But they're not as aware of the curriculum as is a school library media teacher. They can teach you how to use the library, how to use the card catalog in the old days, how to use computers, how to connect with whatever technology. They cannot teach you how this information relates to what your English teacher or your history teacher or your science teacher is expecting you to learn. I am able to do that because I know the curriculum. I know what's needed at each grade level, I know what materials can be plugged into it and what kids need to know.

There is another interesting thing happening in California that I call the "use-a-gun, get-a-librarian" syndrome – it's funny, but not really funny. In California, a young person who commits a crime will be sent to a California Youth Authority facility and guess what they'll have there? They'll have a library media teacher, credentialed. There's one facility in our state which has 1750 youth offenders and a $50,000-a-year book budget. Boy, what I wouldn't give for that. We have a little mix-up in priorities here.

I'd like to just speak for a couple of minutes about the human connection. I'd like to tell you a couple of stories about some kids that I've met in my life, in this business.

There was a kid –this happened some years ago– named Charles Douglass, and he was a real problem. I knew this kid in the third grade. He was always in fights, he was always in trouble and he was always in the office. When he wasn't in fights or in the office, he was in the library. He learned the secrets of the library and how to find what he wanted. He became quite independent at looking stuff up and going and finding it.

One day he came to me in tears and said he had been blamed for something. He said, "Ms. Schuckett, this time I really didn't do it." I figured that he was probably correct, so I went to bat for him because he was on the verge of expulsion. We saved him from expulsion. He got very turned on one year during Black History Week when he discovered Frederick Douglass, whose name was also spelled with two "s's" just like Charles' name. That kind of opened up a world for him. I was thrilled this morning to hear the young woman from Children Now talking about how the library had opened the world for her and it reminded me of this kid. Years later I was walking down Telegraph Avenue in Berkeley and this tall, handsome young man in a three piece suit comes up and he says, "Ms. Schuckett?" I said, "Did I teach you?" Because I —

(Laughter.)

MS. SCHUCKETT: — you know, taught most of the people in California, I think. In any event, I said, "What's your name?" and the minute he said Charles Douglass, I remembered him. At that point he had received his bachelor's and master's degrees in psychology, and was working on a PhD at UC Berkeley. In addition, he was working as a liaison between the university and the Berkeley School District. He talked about how he would go to meetings of parents and teachers and he said, "You know, I always tell them that there was this librarian once that believed in me. Remember that time...?" He recounted the story and it was "bring on the Kleenex."

You can make these kinds of connections in libraries because it's a nonthreatening environment. You do relate one-to-one with kids. They can come in and once they unlock the secrets, they can find whatever they want, what they need, when they need it, when they want it, for whatever reason.

I have some other stories, but I'm going to not spend time with them.

COMMISSIONER FORBES: We're just about out of time.

MS. SCHUCKETT: Okay. I want to show you one thing that's kind of graphic, literally and figuratively. Even though California was in the *avant garde* of changing the name of our credential to "library media teacher," we are 50th in terms of such library media teachers in schools.

This is a little graphic done on a computer. You can only see half of it, but each inch on here represents 400 students. It shows how many librarians per "x" amount of students. You can probably see this little box here which represents Colorado, showing one librarian for every 100 to 199 students. The average nationwide is one librarian to about 700, 799, with 11 states having that ratio. It goes on and then it has dot, dot, dot, and then it's got California over here, which is one librarian for every 6400 students. But this was last year's statistic. Now I'm going to show you this year's statistic. I have extended it with the help of graph paper. Every inch equals 400 students, and this is where California is now. One library media teacher for every 8500 students. This is what we're dealing with at the moment.

I do have some recommendations, if I can say them quickly. I would hope that ESEA Chapter 2 would be re-established as a categorical fund, specifically earmarked for school library media centers. 1965 through the early '70s was the last time many of our school library media centers had real money to buy anything. Since then it's been dissipated in various ways. I'd like to see some kind of a compulsory component under Chapter 1 for a library media teacher. I'd like to see some kind of carrot and stick with the Chapter 2 money. I like Dan Casey's idea for a five-year phase-in. I would absolutely agree with that. I'd like to echo the idea of a position in the Department of Education that would be specifically related to school libraries, ideally, a library media teacher.

I know that you also serve as advisory to the President. I'm pretty sure that, if Bill and Hillary Clinton realized the state of school libraries nationwide and the needs of school libraries for our children as related to the future efficiency of the workforce, they would agree that this was a priority equally as important as Head Start and health care. I guess we could call this something that would deal with our nation's intellectual health, which is sadly in need of help.

I will type all of this up and send it to you so that you can read the things I didn't have time to say. Thank you.

COMMISSIONER FORBES: Thank you very much.

(Applause.)

COMMISSIONER FORBES: Questions? We'll move on to our next speaker, who is Mae Gundlach. She is with the CaliforniaDepartment of Education as a language arts and foreign language consultant.

MS. GUNDLACH: Thank you. You don't know what a pleasure it is to finally be up here. It's painful sitting, waiting —

(Laughter.)

MS. GUNDLACH: I am from the California State Department of Education, representing the curriculum instruction and assessment division. I thank you for being here to listen to what we have to say and I thank Gary and the State Library system.

I work out of the language arts and foreign languages office. We are dealing with, specifically, language arts curriculum. You've been hearing a lot about the needs of libraries and I would like to change focus a little bit to talk about the curriculum that tends to generate the need for these libraries.

In California, back in 1987, there was a great reform movement initiated to try to make the learning of language arts, specifically reading, writing, speaking and listening, much more authentic and enjoyable. It's called English language arts framework, grades K through 12. In this new reform effort, we put the reading of quality literature at the core and it's through interactions with this literature that youngsters learn and become proficient in reading, writing, speaking, and so forth. We are not asking youngsters to learn all the sounds of the letters of the alphabet before they could enjoy a good story.

In addition to the framework being developed, we have a number of standards and guidelines to help the school districts implement this kind of program. One of our tasks is to develop recommended literature lists. We have them at all grade levels, K through 12, and we even have one now for parents and caregivers of children ages two through seven. You see what happens with this kind of focus on the curriculum; there's been a great run on the need for more reading materials. Sadly, because of the budget cuts last year, all elementary school libraries were closed and locked. That's the way it's standing today.

Because of our new emphasis on providing quality literature for young people and the need for many more books, we need help from the federal government as well as from our own Legislature. In the past the Department of Education has consistently supported any kind of library media legislation. We have not been successful in getting anything passed yet, but we keep trying. I work closely with the CMLEA organization to make sure that information is passed back and forth.

Literature is now at the core of the language arts curriculum and we want it for all students; those who are speaking another language other than English as their primary language and those who are still having difficulty with the printed word. In order to make these kinds of materials and opportunities available, we need to make sure that teachers learn the strategies of making difficult works accessible to everybody. In a classroom you may have youngsters who are at great differing levels, but one teacher can, through her or his strategies, for example, make sure that all those kids in a particular seventh grade class understand Huckleberry Finn or that all the children in a fourth grade class appreciate and understand Charlotte's Web.

One of our staff development efforts to help teachers in California is the California Literature Project. This is where classroom teachers, librarians and whoever else is interested spend four weeks during the summer learning to become readers themselves, because teachers cannot teach young children to enjoy and love reading if they don't. The project participants become readers and then they become teachers. When the project first began in 1985 at UCLA, I had the pleasure to be a part of it. We were put into a situation where we had to struggle with difficult works. One work chosen was a translation of Proust. Without any punctuation– it had one sentence in the whole text– but we had to interact, dig and talk about it to get its meaning.

To have youngsters or teachers able to do this and take care of this equity business by making sure that all students, even those who are not speaking English at the moment, have access to literature, we will need an abundance of reading material. There's a tremendous need to have stories, delightful stories printed in other languages so that those youngsters who speak Vietnamese, Spanish, Russian or any others have stories to enjoy. That's a terrific need and that's where funds need to be allocated. We look to the federal level and to the state level to help us in any way.

There's also a need for materials for youngsters who are at-risk children. Their homes are usually depleted of materials to read. We need to make sure that they have quality materials in their hands, not watered-down stuff. Take the beauty of Shakespeare's works; I think they ought to have access to those as well. We have a great need for an abundance of different kinds of reading materials, not just storybooks, but texts that interact or represent all genres, whether they're drama or poetry or whatever. School districts are at such a point where I'm not sure they even have funds to purchase new library books, so we're really in dire straits. At the state level we're encouraging youngsters to have access to a lot of beautiful stories and, at the same time on the local level, there are no funds to purchase them.

Another growing need is the use of technology in our schools and, again, we need funds for that. So many of our stories nowadays can be seen through films, videos and the computer programs. We need to get those kinds of materials into the hands of children in the schools.

The Department of Education has always been, as I said earlier, very supportive of legislation. We have also developed links with other state agencies and professional organizations with which we work closely. I work with the CMLEA group, but there are others in our office who work with the California Reading Association. I also work with the California Association of Teachers of English. We are in touch with what's happening with the professional organizations. We feel that's very important. We also try to maintain close links with the State Library. Bessie Egan and I have done things together, like sending materials out to all the schools, and we need to do more of that.

There are more things I'd like to say, but it is kind of late, and I'm sure the last person on the program is even more nervous than I.

Let me go back to re-emphasizing the importance of our literature-based, English language arts framework. This is where we want children to interact with meaningful texts, getting meaning for themselves, and at that same time becoming literate citizens.

In order to develop a literate populace we need support, whether at the federal or local levels, in the form of attention from the highest level. This is why it's so nice to know that you're going to go back and talk to Members of Congress and to the President. Libraries are important, books are important and they perform a valuable function in shaping our students to become effective citizens. Libraries provide the means for students to become avid, life-long readers and seekers of authentic information, not something that was printed in 1960. Libraries help them lead happy and productive lives. Anything less is a disservice to our children and to our students.

Thank you for your time and for listening.

COMMISSIONER FORBES: Thank you, very much.

(Applause.)

COMMISSIONER SWAIM: I've been realizing, as I've listened to the last three speakers, how much the recommendations that were in the National Commission's information literacy publication are reinforced by what we've heard since we've been here: the way teachers teach, the way schools are administered, the way schools are funded. It's all there. One of our counseling school librarians worked with us on that. She's no longer a Commissioner, but it was Julia Wu from Los Angeles. I believe she may have retired this year, but she's Chair of the Los Angeles Community College Board. If you don't have a copy of that, I think the Commission still does. Request it. The title is Information Literacy and Education for the 21st Century: Toward an Agenda for Action.

Our last speaker will be Lomhohn Vue, a library user from the Del Paso Heights Branch, Sacramento, and she needs a little boost.

MS. EGAN: It's a privilege for me today to introduce a very special friend who's going to talk to you about her library.

MS. VUE: Good afternoon, ladies and gentlemen. My name is Lomhohn Vue. My parents' names are Mr. and Mrs. Vue. They came from Laos and they are Hmong. I have five sisters and one brother. I am a fourth-grader at North Avenue School in Sacramento.

I am here to speak to you on behalf of all children who need a library to study. I have used Del Paso Heights Library since I was in preschool, six years ago, because I don't have a place to study at home. I use the library to do my research paper, reading and learning with the computer. I have found that the library is a great help for my education, but there are many things that are still missing for us children. The children's library is in need of improvement; that means we need more children's resource books, more space, more hours and more help in the library. I feel upset, poor and lost when I cannot find a book that I needed to read for my school work. I cannot get somebody to help me read. The library has to be closed sometimes because no money to open it.

We children want to learn how to grow up, how to work, how to become a good American and the library is our only hope to get resources from.

Ladies and gentlemen, I am counting on your support to help keep our neighborhood library open. So, please help our library as to help us children learn, grow and become a beautiful American. Please tell our President for us. I will be waiting to hear from him.

Thank you very much.

(Applause.)

MR. STRONG: We also want to give you today one of our brass bookmarks for your very own book collection so that you have that to mark your place when you end reading each day.

(Applause.)

COMMISSIONER FORBES: We're about to wind up here. I think that today and yesterday we've learned how library-generated learning can impact the lives of citizens where the needs are great.

I kept thinking of something that I heard the Secretary of State say to the Secretary of Education last week. Secretary Riley stated that he wanted us to work toward what he calls a "seamless system," and I like that. It responds to whatever the need is at whatever the age. I thought that we saw it demonstrated yesterday as California libraries attempted to do this under difficult circumstances.

This forum has been another means by which the National Commission attempts to act as catalyst to achieve the dream of a seamless system of library service beginning, most importantly, with services to children and adolescents, and continuing to serve life-long learners.

Thank you very much for being here. My cohort up here would like to speak now and read an important letter that we have.

COMMISSIONER SWAIM: We had one person who wanted to be here with you and could not, and has sent a letter. This is from Senator Paul Simon.

As you know, the Members of the National Commission are advisers to the President and to the Congress, but we are not lobbyists, so I suppose it will not hurt if I read a little bit from Senator Simon's letter to you about current legislation:

> As you know, I share your concern and commitment to educational technology and school libraries and media centers. I had hoped to address your conference on September the 2nd about my legislation S-266, which is the Elementary and Secondary School Library Media Act. My schedule will not permit it. One of the most valuable assets an elementary or secondary school student has are school libraries and media centers.

He goes on to quote the Colorado study and, in discussing the situation in California, he says,

> A person in a California correctional institution has better access to the library facilities than does the average California school student. [As Sandy said.] The situation facing these libraries is not news to many of you, but it is

news to many parents, legislators, business people and those who have not visited teir local elementary and secondary school libraries in the last 10 or 15 years.

In assuring that our children will have access to library and media resources, S-266 will establish within the Department of Education, Office of Educational Research and Improvement, a division of elementary and secondary school library media services which will provide information and leadership to school library media programs and to personnel across the country, will provide direct, targeted funds to the states for elementary and secondary school library media resources, and will establish two competitive grant programs for teacher/librarian and media specialists partnerships and innovations, and curriculum development using technologies.

I am continuing to work toward getting S-266 included in the reauthorization of the Elementary and Secondary Education Act, which is to be reauthorized this Congress. As many of you recall, school libraries had direct funding under ESEA prior to the creation of the block grant funding in the early '80s. However, I need your help. I don't think that most people are opposed to these libraries, but I think the school libraries often get lost in the shuffle. It is important that we educate our legislators about the importance of this matter, and I urge those attending the conference to contact their legislators about S-266 and the House companion bill HR-1151. And encourage your legislators to co-sponsor the bills. These legislators will be in their home states this fall looking for opportunities on back-to-school issues. Invite them to visit your local libraries so that they can see firsthand why this legislation is necessary. And thank you for the opportunity to speak to you and to the conference members on such an important issue. Together we can move this forward and better the educational opportunities for our nation's children. With my best wishes, Paul Simon, United States Senator.

COMMISSIONER FORBES: With that I think we can call it a day. We want to thank you all again for being here.

(Whereupon, at 4:15 the forum was adjourned.)

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UNITED STATES NATIONAL COMMISSION ON
LIBRARIES AND INFORMATION SCIENCE

WRITTEN STATEMENTS FOR OPEN FORUM
LIBRARY AND INFORMATION SERVICES FOR CHILDREN AND YOUTH:
REDEFINING THE FEDERAL ROLE

CALIFORNIA STATE LIBRARY
LIBRARY AND COURTS BUILDING
914 CAPITOL MALL
SACRAMENTO, CALIFORNIA

Thursday, September 2, 1993
9:00 a.m.

STATE OF CALIFORNIA–YOUTH AND ADULT CORRECTIONAL AGENCY PETE WILSON, GOVERNOR

DEPARTMENT OF THE YOUTH AUTHORITY 4241 Williamsbourgh Drive, Suite 227, Sacramento, California 95823

October 12, 1993

Peter R. Young, Executive Director
U. S. National Commission on Libraries and Information Science
1110 Vermont Avenue, NW, Suite 820
Washington, D. C. 20005

Attention: Kim Miller, Administrative Assistant

Subject: Omnibus Children and Youth Initiative: Implications for Service to Incarcerated Youth.

Dear Ms. Miller:

I have prepared the enclosed commentary in response to the press release "NCLIS Plans California Forum on Library and Information Services for Children and Youth," that you sent to me following our telephone conversation a week or so after the October 2 Hearing in California. At the time of our conversation, I said that I had learned of the Hearing from a friend in Boston. Since our conversation, I received the current California State Librarian's Newsletter which announced the Hearing, and I have talked with California State Library Consultant Bessie Egan who handled arrangements for the Hearing. Bessie said that an announcement of the Hearing had been mailed to likely participants and an item had appeared in the local newspaper; unfortunately, I missed those.

Background:

As you probably recall, I telephoned you because the commentary that had been supplied to your office by Karen Lea Johnson and Margaret Bush following the Boston Hearing quoted me as the source of statistics that were not correct (Page 142:"...70% of the youth committed in California, are already parents."). I had shared the correct statistics with Ms. Johnson (17% of the first commitments to the Youth Authority are parents) during a telephone call she had made to my Office to obtain information about the library services that the California State Department of the Youth Authority provides to the now 8,681 youthful offenders who are confined in our institutions and camps. Because the difference between the quoted figure and the actual figure is so great, I felt it was necessary to ask you to note that correction in your records.

My Remarks:

The following remarks pertain to three objectives of the Omnibus Children and Youth Literacy Through Libraries Act and cited activities that relate to publicly funded school libraries serving incarcerated youth (and they follow the Johnson/Bush format):

A School Library Services Title That Would:

- Create federal legislation to provide demonstration grants to schools for teachers and library media specialists to design resource-based instructional activities that provide opportunities for students to explore diverse ideas and multiple sources of information.
- Establish grants to provide information technology to school library media centers.
- Require categorical aid for school library media services and resources in any federal legislation which provides funds for educational purposes.

- Establish a federal incentive program for states to ensure adequate professional staffing in school library media centers as a first step toward a goal for all schools to be fully staffed by professional school library media specialists and support personnel, in order to provide/facilitate an integrated instructional program to impact student learning.

A Public Library Young Adult Services Title that Would:

- Provide funds for youth-at-risk demonstration grants to provide outreach services for young adults on the verge of risk behavior, as well as those already in crisis, developed in partnership with community youth-serving agencies.

A Partnership with Libraries for Youth Title that Would:

- Establish and fund the development of partnership programs between school and public libraries to provide comprehensive library services to children and young adults.

- Fund school and public library demonstration inter-generational programs that provide meaningful services (such as tutoring, leisure activities, sharing books, ideas, hobbies) for latchkey children and young adolescents in collaboration with networks and such private associations as AARP, which address the interests and needs of senior citizens.

- Fund discretionary grants to library schools and schools of education for the collaborative development of graduate programs to educate librarians to serve children and young adults.

- Ensure that all legislation authorizing child care programs, drug prevention programs and other youth-at-risk programs include funds for books and library materials, to be selected in consultation with professional librarians.

I. The Status of Library Services for California Youth Incarcerated in the Department of the Youth Authority

Statistics Regarding Youthful Offenders Held in Custody in California State Department of the Youth Authority (YA) Facilities in September, 1993 (Source: YA Staff News, September 24, 1993)*:

- Population is 8,687. (Male: 97%; Female: 3%).

- Age range of YA confined population is 12 through 24 years; average age is 19 years.

- YA school population:

    5,178 in High School
    241 in College

- Employment of YA population:

    379 in YA camps (YA operates its Youth Conservation Camps in partnership with the California State Department of Forestry)

    1,620 in public service programs

    115 in Free Venture Programs (operated in YA facilities by private industry)

    26 on furlough.

- Percentage of YA population by race:

  15% White
  33% Black
  44% Hispanic
  8% Other.

- Average length of stay is 20.8 months (because the average age is 19 years, this means that YA youth have spent most of their lives in the outside community, - with access to community schools and libraries - and that they return from the YA to the outside community in less then two years).

- In addition to these confined youthful offenders, the YA now has 6,135 youths back in the community on parole.

While all YA wards are at risk youth, most represent low income, English-speaking minority cultures; a growing number of YA confined offenders are Southeast Asians.

Library Services to YA Youth :

While each of the nine YA institutions is a school with a library and there are school programs with libraries in each of the two YA reception centers, every YA library is actually, for YA residents, three libraries in one :

- A public library providing individual informational and recreational resources;
- a school library providing classroom support information and resources; and
- a law library.

"The library with a librarian is a central resource within the institution that supports institutional and camp programs including: employability and life management, counseling, special education, pre-release, multi-cultural, recreation, security, substance abuse, ward rights and education."

From the Department of the Youth Authority's *Institutions and Camps Manual* Chapter on Services to Wards, Education Program: Library Services, 6625.

II. Future Federal Roles in Support of School Library Media Programs and Service for Children and Youth from Public Libraries:

- Funding for correctional library programs must be categorical to be effective; and legislation mandating school library programs needs to have teeth (similar to federal Special Education legislation) to ensure that school libraries meet specified requirements and that available funding is used for libraries and are not diverted to other school programs.

- Professional library media specialists staffing school libraries (including correctional school libraries) should be graduates of accredited library schools and their responsibilities need to be mandated library responsibilities in order to develop and maintain quality school libraries.

- As librarians in correctional schools are usually responsible for ALL library services, staffing, collections, and management, and are working with populations (often this includes staff as well as residents) whom they are introducing to effective library services, library schools should focus some resources on providing appropriate education for these most responsible generalist professionals who in most cases will be working with special populations: students who have failed in their community school and public library experiences.

- Often the resources that turn a youthful offender's life around are human ones: positive role models. Community inter-generational volunteers (who enjoy and value reading and who can share their joy of reading through book-talking with young people who know few positive adult role models and for whom reading has not been a usual experience in their homes) can be a vital library link between youthful offenders and legal lifestyles. (See enclosed clipping. The Booklovers Program described in the article was established within Youth Authority libraries as a LSCA grant program project called "3 R's: Reaching Reluctant Readers").

- Transitioning youths from correctional libraries (where they are, sadly, often introduced to effective library use for the first time) to community libraries (where individual use of resources can bring about lifelong positive change) can happen. Parole plans for youth being paroled should follow institutional library use with regular use of community libraries. Focused support of correctional staff and community librarians will be required to bring this about.

I hope that this commentary on youth in society from the perspective of a correctional librarian will be useful in formulating future programs, policies, and plans relating to (especially) incarcerated youth!

Sincerely,

Bonnie Crell

Bonnie Crell, Principal Librarian
Library Services Coordinator

Enclosure

CSMC

Children's Services Management Chapter
of the California Library Association
Sunnyvale Public Library
665 W. Olive Avenue
Sunnyvale, CA 94086
(408) 730-7332

October 13, 1993

U.S. National Commission on Libraries
and Information Services (NCLIS)
1110 Vermont Avenue, Suite 820
Washington, D.C. 20005-3522

Dear Commissioners:

On behalf of the California Library Association's Children's Services Management Group (a part of the Management Section), I would like to relate some concerns of public librarians and library managers who work primarily with children, young adults, teachers, parents and caregivers, in California.

Because of the current recession in California, an increasing number of public libraries are facing reductions in hours, staffing, materials' budgets and programming. Reductions in library services and materials cause hardships for adults. Children, however, often lose their best and sometimes, only, access to books and literature if public library services are not obtainable. Public libraries need to offer materials and services for pre-school through high school age children and young adults. Starting early with literature encourages literacy and a lifetime reading habit. Children benefit from toddler and preschool programs offered at public libraries. Programs and materials aimed at junior high and high school students can help those who are at-risk of dropping out of school and community. Libraries can provide educational and recreational opportunities for young adults.

Public libraries in California are also facing a dramatic rise in ethnic and cultural diversity within the population. A shift in focus to increase materials and services for people from diverse backgrounds has become an important issue for libraries. By the year 2000, Caucasians will not make up the majority of California's population. Right now, people from more than one hundred cultural and linguistic groups make up California's population. With shrinking resources, there are now more and different demands for a wide range of materials and services in many languages and to serve many cultural groups.

While public libraries in California are losing funding for materials and services, school libraries throughout the state are already far behind in those areas. Few elementary schools in California employ credentialed librarians. Qualified librarians are not required to staff middle and high school libraries, either, in many California school districts. In the last few years, funding for materials for school libraries has been drastically reduced or eliminated in the majority of California's school districts, while prices for books have continued to spiral. Schools also need to address the need for materials to serve children from different cultural and linguistic backgrounds.

The U.S. National Commission on Libraries and Information Services (NCLIS) can assist children and young adults in promoting better library services and materials in several ways. At the present time federal Library Services and Construction Act grants are awarded to public libraries for demonstration programs that potentially increase or improve public library services. These funds need to be continued and expanded to include longer periods of time for developing new library programs, especially in adverse financial times when local funding is scarce. Also federal funding that would encourage liaisons between schools and public libraries is needed to benefit the children that both types of institutions serve.

In California and other parts of the country, library programs are needed that address cultural diversity, such as the LSCA funded Partnerships for Change grants which are administered through the California State Library. Methods of rewarding libraries for demonstrating techniques that they have used to successfully serve their ethnic communities are necessary to meet the challenges of new demographics throughout the country.

Improving school libraries in elementary, junior and senior high schools should also be a goal of the Commission. Requirements at the state and federal levels for credentialed librarians to teach library skills and literature in all schools would do much to improve school library programs. Required funding for school library materials in each school would also encourage school districts to provide up-to-date resources to supplement the curriculum and for recreational reading. Standards for school library media programs that are set at state and federal levels should also include monetary incentives for compliance, such as funding for innovative, successful library programs.

Today's children and young adults will be the adult leaders and workforce in just a few years. We need to ensure their literacy, commitment to education, lifetime reading habits and positive attitudes about libraries now. Please help children to have access to well-stocked, adequately staffed public and school libraries throughout the country by educating legislators and others about the importance of excellent libraries for children and young adults.

Thank you for your time and commitment to improving library services for children all over the United States.

Sincerely,

Susan Denniston
Co-Chair
Children's Services Management Group
Management Section
California Library Association (CLA)
SD\mc

TESTIMONY ON LIBRARY AND INFORMATION SERVICES FOR CHILDREN AND YOUTH SPONSORED BY THE NATIONAL COMMISSION OF LIBRARIES AND INFORMATION SCIENCE.

Sacramento, CA September 1-2, 1993

by Carol Diehl, Chair

ALA White House Conference on Library and Information
Services Committee

September 24, 1993

My name is Carol Diehl. I am director of library media services for the School District of New London. I am also chair of the Ad Hoc White House Conference on Library and Information Services Committee of the American Library Association. I also represent the American Association of School Librarians on the interdivisional youth committee which is working with our committee to develop the first priority of the 1991 White House Conference on Library and Information Services.

This testimony provides backround on the Elementary and Secondary Education Act and targets the Elementary and Secondary School Library Media.

With the reauthorization of the Elementary and Secondary Education Act before the 103rd Congress and with the Elementary and Secondary School Library Media Act (S.266 and H.R. 1151) reintroduced to the 103rd Congress, the question arises as to where do school libraries and school library resources fit into the reform movement being generated throughout the nation? President Clinton is calling for education reform entitled "Goals 2000: Educate America Act," that focuses on the six National Education Goals. The package also calls for the creation of two separate councils to develop voluntary academic and occupational skills standards. Third, the creation of the Opportunity to Learn Commission which will deal with teacher performance and ensuring the availability of challenging, high quality curricula to meet "world class standards." The fourth component is a "ten-year challenge" program calling for all states -- and all districts and schools within them -- to develop and implement their own strategy for meeting national standards. In his testimony before the Senate Committee on Labor and Human Resources, Education Secretary Richard Riley stressed that any school reform that is implemented must benefit all students and districts, with particular attention to those most in need. National standards, reform of categorical programs including both Chapter 1 and Chapter 2, more accountability for the mathematic and science program for teachers are among some of the facets facing Congress in their attempt to determine how the Elementary and Secondary Education Act will be reauthorized.

There is no better place to start than through the Elementary and Secondary School Library Media Act. Well equipped and staffed, school libraries can open the doors for all students and provide the resources for teachers to construct their curricula to meet the national standards.

In the current law, school libraries can receive funds under Chapter 2. It is one of six programs defined by Congress in the 1988 Hawkins-Stafford Education Act (P.L. 100-297) reauthorization. Besides the acquisition and use of instructional and educational materials, schools must choose to use the funding for at-risk/high-cost student programs; school improvement/effective schools programs; professional development; personal excellence of students; and innovative programs.

In a change from the previous law, the reauthorization of Chapter 2 statute does not authorize use of funds to purchase instructional equipment (such as computers) as a program in and of itself. Purchase of such equipment is only eligible when it is intended to meet one of the six targeted purposes. This also eliminated automations systems for school libraries. Because Chapter 2 contains a supplement-not-supplant requirement, the Office of Education proposed to require an State Education Agency (SEA) or Local Education Agency (LEA) to use a restricted indirect cost rate to avoid a violation of the supplement-not- supplant requirement.

Warranted the reauthorization of Chapter 2 in 1988, Congress recognized that the program has been successful in achieving the goals of increased local flexibility, reduced administrative burden, providing services for private school students, encouraging innovation, and contributing to the improvement of elementary and secondary education.

As the Senate report stated, "a more targeted definition of permissible use of funds under Chapter 2 will make clear that the goals of Chapter 2 should be consistent with the traditional federal role in education; that of protecting underserved populations and addressing national priorities, including reform and improvement." (S. Rept.222 100th Cong., 1st Sess.25 1987)

The Status of the Analysis of Annual Reports submitted to ESEA Chapter 2 State Coordinators on Aug. 17, 1992 by Jeffrey J. Zettel, Chapter 2 Coordinator for the California Department of Education which was presented to the National Consortium of State Advisory Committee on July 30, 1992 at Washington D.C. points out some interesting statistical analysis.

School Library materials nationwide received $45,766,431 or 13% of the $365,658,610 Chapter 2 dollars allocated in 1989-90. In 1990-91 school library materials nationwide received $48,318,793 or 13% of the $371,839,538 Chapter 2 allocation.

Allocations for computer soft/hardware was $47,922,033 or 13% of the federal Chapter 2 allocation in 1989-90; and in 1990-91 computers soft/hardware received

$55,177,098 or 15% of federal Chapter 2 monies. The total student population served in 1989-90 was 8,984,154 in this category or 15% of the 55,761,901 participants served under Chapter 2.

Of the 50,692,782 public student participants in 1989-90, 9,972,117 students or 20% received the benefit of library materials in their schools while 1,220,663 of nonpublic students or 38% of the total nonpublic students of 5,069,119 received the benefit of school library materials. The total student population of 11,192,780 who received $45,766,431 amounted to $4.09 per child in 1989-90 or 1 book for every 4-5 children. If you were to divide the $45,766,431 into the total student participation served at 55,761,901 that would produce only .82 cents per student which does not even provide a book for every child in the nation.

Let's be more specific. Barbara J. Donnell, a high school librarian for 26 years wrote to Senator Dan Costes on Feb. 10, 1993 and stated that her collection has remained static since the changing of ESEA from Chapter IVB to Chapter 2. The four school libraries in their school corporation in Pendelton, Indiana received $1,000 for books and $500 for software. "At the high school level, this means one box of books. This comes at a time when our budgets have been cut to early 1970's level due to a reduced state spending. At current prices $1,000 does not even cover the cost of one set of encyclopaedias," said Donnell.

In New London, Wisconsin, where I serve as the LEA Chapter 2 coordinator and wherein all four nonpublic schools participate in the Chapter 2 program, the local education association's total allocation amounts to about $5 per child. Two of our elementary schools have approximately 200 students which amount to an allocation of $1000 for these schools or provides a set of elementary encyclopaedias and 21 books or 55 books for the school if that was the only item purchased. This is one book for every 4 children.

I also serve on the Governor's State Advisory Committee for Chapter 2 and know that the city of Milwaukee which currently receives 26% of the Chapter 2 funds is served at the last report by seven school librarians for their 55 elementary schools. Purchasing of materials is done at the central office level.

Wisconsin's 1991-92 Chapter 2 allocation was $8,455,088 of which $1,691,018 was allocated to the State Education Agency (SEA) and $6,764,070 to Local Education Agencies (LEA). Of that amount $316,665 or 5% was used by public school LEA's for library materials of the total allocation and $461,301 or 7% of the nonpublic schools used these Chapter 2 resources for library materials. The number of pupils served during this year in the library materials category was 100,104 for public schools and 48,399 for nonpublic schools. Analyzing this data we find that $3.16 per child was spent on library materials in public schools or 1 book for every 6 students compared to $9.53 per student in nonpublic schools or 1 book for every 2 students. In Sec. 2 of S.266 under Findings and Purpose it is stated: "The Congress finds that (1) in order to prepare our Nation's children for the challenges of the future, as well as keeping our Nation competitive in a global economy, every elementary and secondary school in the United States should be equipped with the best and most up-to-date library resources, certified library media specialists, access to advanced technology, and instruction on the use of library and information resources." The facts reflect the opposite.

In the publication, **Information Literacy and Education for the 21st Century; Toward an Agenda for Action,** following a symposium sponsored by the U.S. National

Commission on Libraries and Information Science and the American Association of School Librarians, a division of the American Library Association the outcome provided action items that address some of the problems facing nationwide reform of elementary and secondary education. If "Information Literacy" is a new principle of learning and if all citizens must have equal access to information to assure equity, then attention must be paid by members of Congress to the inequity of library materials and resources found in the nation's schools. How can new initiatives, new reforms and national goals succeed when our nation's children do not have the materials in their hands to prevent a nation at risk. Doug Moran, a library media specialist from Edmonson Middle School in Ypsilanti, Michigan states that in his collection he has titles that reflect such items as "Space Satellite; the Story of the Man-Made Moon, (c.1958) and The New World of Computers (c.1965)."

Or some of the titles such as "Famous Men of Medicine (c.1954) and America: Ideals and Men. (c.1965)," tell us that national standards cannot be met when materials and resources do not meet the desired curricula. Unfortunately, this collection reflects many of the collections in our nation's schools.

In New London, a recent study of our science, mathematics, technology and geography sections in our six schools, we found that 74% of the science, math and geography section collection had copyright dates prior to 1980. Thirty percent of the applied science and technology sections had copyright dates prior to 1970 and 46% of the science, math holdings had copyright dates prior to 1970. With only 26% of this collection having copyright dates after 1980, this becomes a critical issue when the nation is talking about "Goals 2000 Educate America Act." This reflects that even though Wisconsin returns to schools a $19 per student allocation through a Common School Fund funded under the Wisconsin constitution, the school libraries cannot meet the expectations of the national goals for students when the students cannot acquire the information they need in their school libraries. The state of Wisconsin during the 1990-91 school year spent $21.75 per student according to Richard J. Sorensen, School Library Media Consultant with the Wisconsin Department of Public Instruction. However, if the $19.07 is subtracted less state equalized aid of $1.20, the average public school in the state allocated $1.48 per student for all library purchases. This is the state of the nation. Yet, every aspect of those who address the nation's concerns for children, libraries do not play a major role. Everyone believes they are important and essential, but let's take a moment to look at the status of the collections.

Looking at some of the titles in one of our elementary libraries here is New London, let me share with you what I found. In a book entitled, **The Little Airplane**, copyright 1938 states , "Up and up the little airplane goes until it reaches a height of 2000 feet." In another book called **This is Automation** copyrighted 1964 students read, "Today such punched cards are still a principal method of input for electronic computers, and a similar method of input is the use of perforated paper tape." Another statement, "The new era is leaving strange calling cards. These cards are paper and plastic, many peppered with odd-shape holes, a variety of marks, symbols and chicken tracks." This statement appeared in the chapter, The push-button office. Yes, these books are being withdrawn as inaccurate information will never help the nation meet President Clinton's education goals.

The **Elementary and Secondary School Library Media Act** does address this issue of equal access by providing assistance for the acquisition of school library media resources through state allocations passed through local education agencies as noted on p. 6 of S.266 and H.R. 1151 part (3) subsection (B)(i) line 18 and on p. 7 (4) (A) Distribution Rule line 15 with $200,000,000 allocated for fiscal year 1994 and such sums as necessary for each of the 4 succeeding fiscal years.

Let's turn our attention to p.8. of S.266 and H.R. 1151 calling for under (c) Establishment of the School Library Media Specialists and Teacher Partnerships for Instructional Innovation Programs. Before we pursue this, reflect about the Dwight D. Eisenhower Mathematics and Science Program already authorized under the Elementary and Secondary Education Act. This program has proven to be very well received here in Wisconsin and our teachers learn wonderful new techniques and visit science and mathematics institutions only to find that when they return, the resources they need to teach children are not available as the local funding does not support additional library resources. The School District of New London participates in a consortium effort for science and mathematics instructors through Cooperative Educational Service Agency 6 under the direction of Dennis Glaser. Teachers under this program are granted funds to produce science and mathematics instructional units for teachers, but science and mathematics resources for students must be funded by the local district. He agreed that this provided frustration throughout the state when teachers cannot direct their new knowledge towards students when the proper resources are not available. The program addressed in the partnership program noted above would (A)" encourage collaboration between public elementary and secondary school library media specialists and teachers in order to develop units of instruction that enable elementary and secondary school students to use a variety of information resources etc."

In school library media centers where access is equal to everyone, section (d) of S.266 and H.R. 1151 calls for the Establishment of the uses of technology in the classroom program as noted on p.9 which provides for a competitive grant program for elementary and secondary school library media specialists and teachers to expand uses of computers and computer networks in the curriculum would again open the doors of information for all students through the development of this portion.

In the publication, **Rural School on the Road to Reform,"** by Anne C. Lewis under the auspices of the Council for Education Development and Research, stated that rural schools are responsible for educating 6.6 million children and account for more than 22,000 school buildings, about one-fourth of the total school buildings in the country. It is pointed out that as school reform and improvement efforts sweep across policy making levels, rural schools are being pushed to even greater disadvantage. I live in a rural community, population 1100. Of the 140 elementary and secondary school programs in the U.S. Department of Education, only a dozen specifically target some or all of their funding to rural schools. The document points out that rural schools are the leaders among all school groups in exploring the use of distance education learning. Seventeen rural districts in central Wisconsin demonstrated that technology supported staff development can significantly increase teacher's knowledge about how to deepen curriculum content. This program presents the teaching of reading as "thinking," grounded in research that show reading to be a "goal-directed" and "strategic" process of making meaning.

Students involved in the project scored significantly higher than those in comparison districts. The teams consisted of building level elementary principals, reading specialists, library media specialists along with a cadre of teachers from each district. It is now one of the validated programs of the U.S. Department of Education's National Diffusion Network. Like the component in the Elementary and Secondary School Library Media Act, technology was the key to success.

Education officials indicated that they were unable to speculate about the potential role school and public libraries will play in Clinton's legislation or in its implementation according to the April, 1993 issue of **School Library Journal.** It is my opinion that if we as a nation are going to exceed in a global society every federal program that addresses the need of children and school reform must provide a set-aside to the library resources for these children that will enhance the objectives of the nation's aim to reform the education of our future citizens. Without this, reform will continue to gather new names, new goals, and little progress. With this concept endorsed and with the passage of the Elementary and Secondary School Library Media Act, children in our nation will be the benefactors and will have access to information.

In the publication **The School Administrator**, April 1993 the American Association of School Administrators look at A Nation of Risk ten years later. John Goodlad a professor and director of the Center for Educational Renewal at the University of Washington in Seattle said, "I think the problem today is the aftermath of 'A Nation at Risk'--America 2000, for example--is politically driven. It's empty rhetoric...What should be happening is the federal and state government should have provided a lot more support to make good things happen. What the politicians don't recognize is education is sort of a cottage industry, it's a grassroot activity, community by community, school by school, and you've got to make sure that the conditions are in place--the books, the software, support for teachers, a longer working year so that teachers can plan."

Henry M. Levin, director of the Center for Education Research at Standford University said in the article, "I think all kids should be doing research and they should start in first grade." He also added "I see too much instability in the politics of education and the funding of education and rushing out for rash solutions such as vouchers. What we do not have is a deep philosophy of helping schools succeed. We need bold leadership. We need people who are willing to take risks."

You need to remember that children are taught by teachers, by books, by ideas, by television and by their communities in which they live.

Children need to have access to the information that they live with whether it be a newspaper, a magazine, a database or a book and they need the ability to find out how to secure this information. Yes, I contend that libraries staffed by certified library media specialists are one of the most important roles a school can justify as they strive to meet the national goals. But our Congress needs to hear this not only from this committee but from the nation who for too long has believed that school and public libraries are an inherent right until they are gone. We need to ask President Clinton and Congress how high on the priority list will children and their education and their ability to access books and information be. Ask Secretary of Education Richard Riley of South Carolina and Deputy Secretary of Education Madeline Kunin of Vermont if they will support the Division of Elementary and Secondary School Library Media Services within the

Office of Educational Research and Improvement and stated in S.266 and H.R. 1151 so that the nation becomes aware of the need to address the skills needed by America's children through school library media centers.

Dr. William L. Bainridge, the head of School Match, a company in Ohio, that provides information on how schools compare with each other, and a former school superintendent from a conservative state, related that: A school system can get 'more bang for the buck' by putting a priority on expenditure for the library media program." Dr. Tresesa L. Jump, in the "Indiana Chapter 2 Evaluation Report" in 1992 pointed out that access to the library media collection is the single best school predictor of student achievement. The instructional role of the library media specialist affects the library media collections and, in turn, student achievement. By passing the Elementary and Secondary School Library Media Act, the nation will provide the nation's students an open road to life which will help them reach the national goals. Without the passage of this act, our students will continue to learn to read and think with outdated resources. School libraries can be the key that opens the door of the future and enhances the President's "Goals 2000; Educate America Act." if the **Elementary and Secondary School Library Media Act** becomes law and receives the requested appropriations. Children, our future, will be have the oportunity for success. The Unuted States of America will be the benefactor.

30#

Oregon

OREGON
STATE
LIBRARY

BOOKS
GIVE US
WINGS

THE CENTER FOR THE BOOK

Thank you for providing time for me to speak today. I am here to share with you some of the exciting activities that are happening in the state of Oregon. In 1991, the Oregon Progress Board, under direction of Governor Barbara Roberts, established a list of measurable goals, called the *Oregon Benchmarks*. The overall goal of the Benchmarks program is to achieve the best quality workforce of any state by the year 2000. Education plays a large part in achieving this goal and many of the individual benchmarks address objectives in areas in which formal and informal education, such as that which occurs in a library setting, play a major role. The number one urgent benchmark, highlighted by the Progress Board because of its critically important role in the transformation of Oregon, measures the percentage of children that kindergarten teachers feel are ready to succeed in school.

In November of 1992, the Joint Interim Committee on Education Work Group, composed of legislators and representatives from a variety of libraries throughout Oregon, including the Oregon State Library, conducted a study of libraries resulting in a report to the Joint Interim Committee on Education. The Library Work Group determined that public libraries are the most important resource to meet the Oregon Benchmark focusing on children's readiness to learn and succeed in school, and stressed the role libraries play in "preparing preschool children for learning through preliteracy programming, developmentally appropriate books and other library materials for young children, and outreach to parents of young children to provide resources, skills, and encouragement to foster an enjoyment of reading." The Committee recommended that Oregon target its existing program of state aid to public libraries for purposes of improving services to children, with an emphasis on reaching more preschoolers and their parents with readiness to learn programs and resources.

I am proud to announce that the Oregon Legislature passed this recommendation into law and we are now reviewing the first set of grant applications that will award state aid to public libraries in Oregon on an 80% per child basis in each governmental jurisdiction, with an additional 20% based on square mileage served. We are seeing

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proposals for many exciting projects. Some libraries are adding materials to children's collections that desperately need refreshing; some are hiring staff to provide storytime to preschoolers in libraries that have not had this program. At least one library is offering a special seven-week series to parents that have children in the Head Start program, with the objective of introducing these typically non-library users to the variety of resources that can help with the total development and educational success of their children. Some libraries will be creating multimedia resource kits on high demand subjects for daycare teachers to use. Books, puppets, flannel boards, fingerplays and songs will enhance the teachers' ability to share library materials with their students. Other libraries will go out on the road with storytimes and deposit collections in daycare settings. At least one library will be spending its state aid on informational brochures to acquaint new mothers with library services. The number of dollars that comprise our state aid program is modest ($345,879 per year) but we believe we are the first state to act on the knowledge that public libraries are the most consistently available public resource to prepare all young children to learn.

I am here today to encourage you to recommend that the federal government take a similar strong position on the importance of public libraries in the lives of families and children. Specific actions most in need concern funding to support innovation, and fostering partnerships.

The continuation of federal funding for libraries is critical to support the improvement and extension of library services for children. Although Oregon's libraries, as in many states, have problems stemming from inadequate local support exacerbated by property tax limitation, we don't look to the federal government to solve these problems. Federal LSCA dollars in Oregon are used in a "research and development" manner through our competitive grant program.

Many of the projects we have funded with LSCA, such as a story mobile to daycares, and a parenting center, demonstrated to local government the value of continuing the service, and provided a "laboratory" where other libraries could see how to replicate the activity; some of these projects are now being adapted by Oregon libraries using our new Children's Services Improvement Grant state aid program. We also funded needed research through a statewide analysis of public library services to preschoolers, parents and caregivers, entitled *Opening the Preschool Door to Learning*. This report offers direction to library staff on how to develop services for those targeted groups, and suggests areas for future research. We want to continue to innovate with LSCA, ideally with an increase in dollars.

The recently inaugurated Library Head Start Partnership, a cooperative project of the Center for the Book at the Library of Congress and ALSC, is an example of how federal leadership and funding can assist in establishing models for partnerships at the local level. Similar collaborative projects would benefit public libraries and the children they serve.

Oregon recognized an urgent need concerning children and their future, and acted to create a library program to respond to the need. I urge you to do the same. Thank you.

Submitted by Ellen Fader, Public Library Consultant, Oregon State Library, as testimony before the U.S. National Commission on Libraries and Information Science, Open Forum on Children and Youth Services: Redefining the Federal Role for Libraries. September 2, 1993, California State Library, Sacramento, CA.

RECOMMENDATIONS OF THE NATIONAL INSTITUTE ON HISPANIC LIBRARY EDUCATION–ROUND TABLE ON LIBRARY SERVICES FOR CHILDREN AND YOUNG ADULTS

July 29–31, 1993 – Tucson, Arizona

I. STAFFING. Latino and Spanish speaking librarians must be recruited into the profession in order to more effectively provide library services to Latino youth.

II. Training. Existing children's and young adult librarians should possess a body of knowledge to encompass the following:

- A. Cultural sensitivity and cultural understanding
- B. Social issues with respect to changing nature of our society, to include changes occurring in:
    - 1. Family
    - 2. Global economy
    - 3. Shifting job market and economics of poverty
    - 4. Youth At Risk issues
- C. Language. Spanish is a necessity in order to communicate more effectively with Latino youth and their families.
- D. Multicultural instruction. Continuing education should also include:
    - 1. Multicultural literature with specific reference to Latino–U.S. writers.
    - 2. Spanish language literature that is culturally based and reflects the various cultures within the Latino community.
- E. Grant Writing expertise.

III. COLLECTION DEVELOPMENT. Balanced, Spanish language children's and YA collections should reflect the spectrum of books on all subject areas, all genres and all reading levels. Collection development policies should reflect this commitment.

IV. SERVICES AND PROGRAMS. A paradigm shift must occur with regard to the "traditional delivery" (or non–delivery) of library services. Services to Latino youth must extend beyond the walls of the library building. Extensive outreach to the Latino community is necessary in order to bring in those children that are under or ill–served.

A. Story Hour. Libraries should structure story hour programs based on language needs of children.
   1. Establish Spanish story hour programs for monolingual Spanish story hour programs for monolingual Spanish toddlers, Pre–K's and K's established in communities needing these services.
   2. Establish Bilingual Story hour programs for children enrolled in bilingual education classes.

B. Multicultural programs should be year round programs and not limited to specific holidays only.

C. Family literacy. Programs that include the parents are most beneficial and should become a part of regular programming.

D. Collaboration. Libraries should collaborate with other agencies and institutions and establish partnerships in order to provide more effective delivery of library services to Latino youth and their families.
   1. Other city and county departments, especially
      a. Health Department
      b. Parks and Recreation Department
   2. Schools
   3. Social service agencies
   4. Arts organizations
   5. Community–based organizations such as the Industrial Areas Foundation (I.A.F.)

V. ASSESSMENT. Libraries need to examine traditional measures of success that act as barriers and deter access to information.

A. Funding formulas based on circulation statistics that penalize non–traditional library users
B. Library card application process
C. Fines

VI. ADVOCACY. Librarians working with Latino youth should become advocates for services that libraries can and should provide. Access to libraries for all Latino youth must become as critical an issue as education, health care, housing and food. Collaboration with national organizations that focus on Youth At Risk issues of concern to Latino and poor children is essential, specifically collaboration with:

1. S.W. Council of La Raza
2. Children's Defense Fund

VII. MENTORING. Library personnel, teachers and parents must be identified, encouraged and recruited to pursue careers in library work with children. "Library Days" similar to MIT sponsored programs must be established as a way to encourage Latino youth to begin at a young age to visit university libraries and consider career opportunities in librarianship.

VIII. RESEARCH. Little if any research focuses on programming and collection development in public libraries with specific emphasis on Latino youth populations. Other research topics that need to be addressed are youth-at-risk issues, also with specific focus on Latino youth. In addition, surveys that demonstrate public library usage among Latino youth while virtually non-existent, are sorely needed in order to demonstrate need for access to libraries.

IX. OTHER RECOMMENDATIONS.

1. Establish a clearing house of information that will compile and disseminate information on multicultural programs and literature of interest to Latino youth. This clearing house would serve as a resource center to libraries and librarians needing information on Spanish materials. Latino authors and illustrators as well as guidance on book selection, programming ideas, and other services of benefit to Latino youth and their families.
2. Publish directory of book vendors for Spanish children's and YA materials to include print and media.
3. Employ video technology as a method for educating librarians working with Latino youth. Other dissemination tools should include continuing education courses and library association meetings.

Round Table Participants:

Oralia Garza de Cortes
Austin (Texas) Public Library

Helen Maul
Nogales (AZ) Public Library

Gina Macaluso Rodriguez
Tucson-Pima (AZ) Public Library

TO: National Commission on Libraries and Information Science

FROM: Oregon Educational Media Association
Jim Hayden, Legislative Chair

DATE: October 4, 1993

I would like to address two issues:

1. Need for continued and new Federal support for libraries.

   A. The $323 million technology for Education Act (S 1040) is a must for public schools to have any chance to compete in a global world.

   B. Additional support for H.R.2728 the Technology Assistance act of 1993, this bill was referred to the House Committee of Education and Labor following its introduction and has received no further action.

   C. School libraries also need additional support for ESEA reauthorization. The discussions that are going on now may be delayed until spring. This money is vital to libraries.

2. Status of school library programs in Oregon:

   As in all areas of education funding had become a vital issue for Oregon libraries. With the passage of the present tax limitation bill in 1990 funding for education has decreased. With this decrease in spending many libraries have suffered drastic cuts in personnel and materials; from loss of certified personnel (total operation of libraries with non certified aides) to no personnel in libraries (only open as a teacher brings class in). Monies for supplies and materials are almost non existent with, in many cases, nothing for books.

   Library technology, including automation, electronic research with both CD-ROM and On-line, becomes the exception rather than the rule. This, in an information age when our students are going to have to compete in a global world for jobs.

> A research project published in 1993 by the Colorado Department of Education shows that academic success can be predicted by the strength of the school library media program to which students have access. Students who use media centers that have good collections and certified library teachers earn higher achievement test scores.

I am sure that Oregon is no different than many other states. There is a great need for Federal support for adequate school library funding.

CITY OF LOS ANGELES
CALIFORNIA

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MAYOR

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September 7, 1993

Peter R. Young
Kim Miller
United States National Commission
on Libraries and Information Science
1110 Vermont Avenue, NW, Suite 820
Washington, D.C. 20005

Dear Mr. Young and Ms. Miller:

I am sorry that our late request for an oral presentation at the California Forum on Library and Information Services for Children and Youth was unsuccessful due to a full agenda.

Los Angeles Public Library is committed to providing and increasing library services to children and teenagers in Los Angeles, many of whom are youth-at-risk in our city.

We are submitting the attached written statement for consideration by the Commission and for inclusion in the California Forum documentation.

Sincerely,

Fontayne Holmes

Fontayne Holmes
Assistant Director of Branches

Attachment

AN EQUAL EMPLOYMENT OPPORTUNITY – AFFIRMATIVE ACTION EMPLOYER

Date: September 7, 1993

To: United States National Commission on Libraries
and Information Science

From: Los Angeles Public Library

Subject: **NCLIS California Forum on Library and Information Services for Children and Youth**

83,000 CHILDREN

At a table in a tiny, crowded library in L.A.'s Koreatown, an older adult volunteer reads a story to two sisters whose working mother won't be home until early evening. In south-central L.A., a two-year-old looks intently at the pictures in a colorful, sturdy board book, one of dozens left by the public librarian in a deposit collection at the preschool. A young teenager in a youth-only library in east L.A. prints out an article she found using the library's easily-accessible software.

L.A. is the largest city in the United States in population, and among the largest in terms of land mass, covering about 470 square miles. Of the 3½ million residents, about 863,000 are children under the age of 18. 27% of these children live in poverty.★★

More than 1/3 of the people living in Los Angeles speak a language other than English at home; well over half a million residents live in linguistically isolated households.

The Los Angeles Public Library's vital services and programs offer life-enhancing, and sometimes life-sustaining support to the city's 863,000 children and young adults. We are committed to providing these children with the highest level of library services. This means highly trained subject specialists, Children's and Young Adult Librarians, in every branch library. It means continuation and enhancement of new and ongoing programs designed to reach both users and non-users. It means identifying and developing resources form within the community, such as volunteers, to provide guidance and support for library outreach.

GRANDPARENTS AND BOOKS

Grandparents and Books, a program in which older adults are trained to read to children in libraries, reaches a vast, diverse group that includes every ethnic, socio-economic, cultural, and linguistic category: latchkey kids. These children live in affluent, middle-class, and poor areas throughout the city; they live everywhere that a single parent or both parents work. Libraries are in many cases the only safe place for them to be after school.

Grandparents and Books, operating in 49 out of 63 LAPL agencies as a successful in-house program, could become the focus of a productive outreach partnership with public and private schools, where visiting Library Grandparents would read to children in day care centers on campus. Enhanced funding would support the training and recruitment needed to expand this program, which has been replicated in public libraries throughout the state.

NATIONAL EDUCATION GOALS

Goal 1 of the Six National Education Goals states that by the year 2000, all children starting school shall be ready to learn. The National Commission on Reading reported in Becoming a Nation of Readers that "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." BOOKPLAY, a new project involving 14 LAPL branches and Central Library, offers storytimes by librarians who visit designated preschool sites and leave deposit collections of interactive, baby-appealing picture books. The program intercedes with parents through modeling and workshops aimed at showing that reading with young children, while teaching essential skills, is a fun, playful, and bonding activity for both child and parent. The program is aimed at at-risk families, and geared so that adults unable to read can still participate with their young children.

BOOKPLAY

As of 1990, 44% of the children in the city of Los Angeles were under the age of 5. Our BOOKPLAY project targets 1,500 children and caregivers. With enhanced funding to enlarge the program and support the production of a video in English and Spanish, to be shown in maternity/pediatric hospitals, Mommie and Me classes, in preschools and in libraries, BOOKPLAY could reach many more preschoolers and their parents.

During the civil unrest in Los Angeles, our libraries maintained a presence in the community—sometimes the only tangible resource for children and teens caught in the crossfire of anger and frustration. Goal 2 of the Six National Education Goals, to increase high school graduation to 90% by the year 2000, calls for nurturing of the social and intellectual growth of students. At LAPL, we asked the kids what they needed.

HOMEWORK CENTERS

Teen Councils composed of kids in local communities, some with gang affiliations, told us that they needed their own designated areas in libraries, with computer access and tutorial support. In response to that, newly-created Homework Centers offer an oasis of study carrels and assignment materials, and state-of-the-art computers in 27 branches. Since their establishment, the Homework Centers have been highly successful, employing volunteer tutors during after-school hours. This program, only recently launched, already calls for expansion and development.

ENHANCED COMPUTER ACCESS TO COLLECTIONS

Better, more child-friendly access to the collections developed and maintained by youth specialists in every agency would give children and young adults direct control of library resources and information. National Education Goals 3 and 4—Student Academic Achievement and Science and Math success—require an environment that engages students and offers a wide array of materials suited to their learning levels. CARL system's "Kid's Catalog" allows users to easily build search paths to match specialized requests, curricular needs, and collection strengths. 233,600 children in Los Angeles are living in poverty; these urban poor desperately need the free resources we offer—and a way of accessing them that makes sense to kids. Sophisticated, easily-learned computer technology and youth librarians skilled in its use must be available to all children.

CULTURES AND LANGUAGES AND URBAN SURVIVAL

The cultural and linguistic makeup of L.A. has been well documented. Close to half a million of our under-18 population are Latino; the Asian-Pacific youth population numbers over 75,000;

and we have 130,500 African American youth. LAPL's Partnerships for Change, "Familias en la Biblioteca," and "Leamos Juntos" are projects that identified gatekeepers in each community, which in turn led to a pro-active orientation and to services and collections more directly related to what people really need.

LAPL's Calendar Month celebrations of different cultures, ethnicities, lifestyles, and age groups is an ongoing service that puts phone numbers of hot lines and essential services in the pockets of kids, teens, and parents. This project could expand to include the distribution of printed "urban survival" information in schools, if funding were available. The library needs support to unlock not only its own impressive resources, but the many free and low-cost resources under private, local, state, and federal jurisdiction—which because of bureaucratic barriers are often inaccessible to the very people they're intended to help.

CHILDREN AT RISK

Of the adult Los Angeles population, 33% have not completed high school. Their children, as well as the children of all functionally illiterate adults, are themselves at risk. Families for Reading connects the young children of adult learners enrolled in our reading tutorial program, LARP, with mainstream library services through an invitation to preschool storytime—thus interrupting the cycle of illiteracy. A fruitful link would be to involve student teachers in the Families for Reading project, developing a partnership modelled on the current internship program for library school students.

The dedicated staff and volunteers of the Los Angeles Public Library continue to bring the library's impressive collections and services to the people of the city—with a special commitment to babies and children and youth. We know that our children are testimony to our success as human beings and as a society. But the complex issues and problems of urban survival and achievement require a parallel commitment at the state and federal level. On behalf of those still unable to articulate it themselves we at Los Angeles Public Library ask for increased state and federal funding for library services for children and teenagers.

★★ Statistics throughout this statement were gathered from the Planning Department of the City of Los Angeles, the United Way, and Children Now.

TO: The U.S. National Commission on Libraries and Information Science

RE: White House Conference on Library & Information Services

FROM: Peninsula Library System Children's Services Committee
(Contact: Pat Lanyi, Menlo Park Library - 800 Alma - Menlo Park, CA. 94025)

DATE: September 23, 1993

STATUS OF LIBRARY AND INFORMATION SERVICES FOR CHILDREN

What is the state of children's services in California libraries? Hanging on. With demands to do more with less. Each library determines its own priorities dependent on existing resources and community needs. But the trend is resources disappearing in great chunks thus eating away at the priorities list.

Libraries in California are losing hours, services, and staff who provide library information, programs, and assistance to children and adults. The amount of materials and the quality of children's collections are also affected. In California this is due to reallocation of funds formerly designated for cities, towns, and counties now being redirected to fill state financial obligations.

FEDERAL ROLES IN SUPPORT OF LIBRARY PROGRAMS

What can the Federal Government do? For all children? For most children? For some children? The first step is to publicly recognize the worth of libraries and the value of what they provide -- their place in the edu-system.

It is important that all children, regardless of where they live in the United States, be aware of libraries and what libraries offer, and have access to libraries and/or library materials. The only common denominator between all U.S. children and libraries is the Federal Government.

If the Federal Government were to support more actively and financially the creation, maintenance, and adequate staffing of school libraries, and mandate school library certification for both staff and collections, school libraries would be able to provide basic library services to children in their school setting. This would leave public library children's departments to provide full service to preschoolers as well as supplemental curriculum services and recreational reading to school age children.

ACHIEVING NATIONAL EDUCATION GOALS

Public libraries provide tools to accomplish the National Education Goals as the public library is a partner with schools in education. Of the 6 National Education Goals, libraries can be most influential in helping American children start school ready to learn by creating and constantly encouraging their love of and habit of reading; fostering their potential for continual learning; and by helping them meet their educational goals.

As to high school graduation percentages and competency in subjects, libraries provide supplemental material for class studies for both students and teachers.

Currently many libraries have successful adult literacy programs. There is a great need to continue and expand these programs in order to reach all who need and can benefit from them.

FEDERAL SUPPORT OF TECHNOLOGY IN LIBRARIES

There is a great need for federal support to keep libraries in the forefront of technology instead of always striving to catch up. The government's role should be to provide all people equal access to the best means of information retrieval regardless of ability to pay. This can be furthered by school and public library technological cooperation in sharing databases, educational TV, dial-in access to community information, CD Rom accessibility, etc.

SCHOOL/PUBLIC LIBRARY PARTNERSHIPS

As to partnerships, school and public libraries can be partners only when each exists as a strong contributor to the partnership. One cannot substitute for the other. In California, as in other states, school libraries are an endangered species leading too quickly toward extinction. A room with books in it is not necessarily a library.

LATCHKEY, ADOLESCENT, YOUTH AT RISK PROGRAMS

Regarding programs for latchkey children, young adolescents, and youth at risk, should this not be a community effort supported by the Federal Government in which schools, public libraries, recreation departments, other agencies, and the private sector work together to find a solution? There can be regular, well thought out afterschool programs in libraries for children, but the library cannot and should not assume physical responsibility for these children. Schools are the logical agencies to enter into afterschool programming and acceptance of responsibility for latchkey children. Certainly the library can contribute visits, stories, etc. as enrichment just as they often do during schooltime.

PARENT EDUCATION PROGRAMS

At this point in the list one pauses to ask "How much more can I do?". The ideal library can act as a catalyst for family education programs providing a selection of materials, awareness of same, referrals to outside sources better equipped and with perhaps established programs already in place. It can support parents by reinforcing how important knowledge is. And that reading is a bona fide route to that knowledge for both themselves and their children.

July 1993

CALIFORNIA DREAMIN'

The obvious is that which is never seen until someone expresses it simply. -- **Kahlil Gibran**

Why should the readers of **EMERGENCY LIBRARIAN** be interested in charts, graphs or statistics about California? The South has hurricanes to deal with, the Midwest is our newest ocean, and Canada's Kim seems to be auditioning for more than just power. What do you care about the whining of a school librarian in the "richest state in the union"?

Because it could be you. Next. Because you know what you have and it's not enough, but do you know why you have it, how frail the guarantees are, what to do as it disappears?

California has never had decent school libraries. I know, I went to school in California, and I didn't read Charlotte's Web until I read it with my children. The typical school district in California has no librarians until you reach high-school. And they have been losing their jobs rapidly over the past several years. Exceptions exist. Certain districts have said there shall be a quality school library at the center of each school and that includes librarians. But with classes typically reaching 35-40 students, it is harder and harder to maintain those exceptions.

There are now probably about 600 full-time credentialed librarians for a population that whizzed by five million without glancing back. There is no state law mandating library services to children. The are no accreditation standards (more about this later). This means that for every eight thousand plus students, there is one librarian trying to make up for years of deprivation and neglect.

Meanwhile, the State Department of Education has been busy bragging about our outstanding curriculum frameworks. The now convicted felon, former State Superintendent Bill Honig, worked the country boasting of the foundation he had built to ensure that the children would be literate across the curriculum, with lists of real literature to draw from to learn the lessons of history, the nature of art, the beauty of music, the intricate design of science. Without librarians. Without the buildings, the furniture, without the very books on the lists to support what we claimed we were doing. Publishers now routinely sell classrooms sets of textbooks with an added package that includes the books referred to in the mandated texts. Because you won't find them anywhere else on campus.

A little perspective. If you're fourteen and what you really want to do is go to the library, your best bet is to steal a car, get high, rob a Seven Eleven, and shoot the clerk. That way, you'll be incarcerated by the California Youth Authority. They will provide an education, and a school library until you are released at twenty-five. One of their facilities serves 1750 youthful offenders with a full time librarian and $50,000 for books. Use a gun go to the Library!

So much for California. What about Manitoba? What are the provincial laws? Are there standards for accreditation? How easily can they be set aside? My blinders were lifted when I visited a high school in Idaho. They were doing a marvelous job, with just $1800 per student. And the librarian had two clerks. I asked how this could be. The answer came back, "If we didn't have the second clerk, we'd lose our accreditation." Really? Accreditation standards that were enforceable? California has none. We have "quality" criteria which is code for, "We'll ask you about it but we won't hold you to it." Little wonder then that California is dead last in librarians per student. If we wanted to be second worst, to move all the way up to 49th place, we would have to hire two thousand (2000) school librarians. It used to be 3000 but Nevada has gotten worse -- a caution.

I have had some success in getting the story of California school libraries told. My "funeral" at ALA in 1992 made the cover of the Library of Congress Information Bulletin. Sound bites that I originated now have a life of their own and show up in articles written across the country by people I have never met. Why? Because when nobody could tell me how many of us there were, I tracked it down. Then I asked myself, how do I get this across to the layman so that I hold his attention long enough to tell a longer story? How would I write a headline that would grab attention? In other words, how do I use information powerfully?

Graphs. Charts. Flyers. Sound bites. I have to pay attention to how the media does its stories, provide them with the information and the documentation (EL has been a valuable resource with its commitment to tracking and abstracting current research.). When they want to do a story, I point them in the direction of good programs as well as bad, suggest the right "spin", and sometimes even step away. When the TV station wanted to interview me, I turned them down. I told them that if I had to explain it then there was no story. If they would walk in and talk to students, they would find the story. They did.

This year we have moved a bill through two houses of the legislature and it approaches the Governor for a signature. It would provide a line at the bottom of the state income tax form for the School Library Protection Fund, which would allow taxpayers to allocate their refund or a donation to the improvement of California school libraries. Far more than any amount of money that comes in from this device, will be the value of having a reminder to every citizen, every year that their children's education is now an endangered species. So that when it comes time to pass real standards, the legislators will understand why.

Richard K. Moore, Librarian
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ADDITIONAL MATERIAL TO SUPPLEMENT
TESTIMONY OF SANDY SCHUCKETT
GIVEN ON SEPTEMBER 2, 1993
SACRAMENTO, CALIFORNIA

If I had my way -- if the world were perfect, what would I want for the kids of California? I would want a state or federal MANDATE that there be a credentialed library media teacher in every school -- K-12. I would want school libraries to be fully supported with adequate per capita budgets for the resources, print and non-print, which library media teachers need in order to perform their jobs to the utmost. I would want these funds to be withheld from state or school districts which were unwilling to make the appropriate match in the form of hiring the library media teachers.

Millions of dollars spent on materials are wasted when students are not taught how to use them and how to integrate them into their classroom learning processes. In most cases there is not equity of access to materials when there is not a school librarian to publicize them and encourage their use as they relate to the total educational program of a school.

It was this desire which got me involved in the White House Conference process in January of 1978. Here we are 25 years later, and the situation, at least in my school district and my state, is worse today than it was then. It seems there are people who JUST DON'T GET IT!

Finally, I'd like to address the Education Goals 2000, and the Library Partnership. If we are really serious about these goals; if we really plan for them to happen for every child; if they are not just words which look good on paper, then we must consider the school library's role if working toward their fruition:

Goal 1: ALL AMERICAN CHILDREN WILL START SCHOOL READY TO LEARN

***School libraries serve children in pre-school programs.

***School library media teachers work with parents in teaching them how to read to young children.

***School library media teachers recommend books which can be used in the home for preschoolers.

Goal 2: AT LEAST 90 PERCENT OF OUR STUDENTS WILL GRADUATE FROM HIGH SCHOOL

***School libraries provide opportunities for independent study and self-directed learning to greater self-esteem and awareness of the importance of education.

***School library media teachers work with classroom teachers in utilizing resources to best advantage for students.

***School library media teachers create an increased joy in reading through introducing/using excellent examples of literature from Core and extended reading lists.

Goal 3: OUR STUDENTS WILL DEMONSTRATE COMPETENCE IN CORE SUBJECTS

***School library media centers provide an opportunity to learn to find and use information in many forms to enhance their learning in all subject areas.

***School librarians help students to develop problem-solving and critical thinking skills as they make choices as to which information they need and how they will use it.

***School librarians provide students with opportunities and practice in looking at all sides of issues through their use of a variety of library resources.

Goal 4: AMERICAN STUDENTS WILL BE FIRST IN THE WORLD IN SCIENCE AND MATHEMATICS ACHIEVEMENT

***School libraries and librarians provide students with instruction in the use of the latest technology.

***School librarians instruct students in the use of networks to broaden their access to the latest information in the various science disciplines.

***School librarians work in conjunction with science teachers in helping students find and use resources for science projects, fairs, displays.

Goal 5: EVERY ADULT WILL BE LITERATE AND HAVE THE SKILLS NECESSARY TO COMPETE IN A WORLD ECONOMY

***School librarians "turn kids on" to books at a very young age, and continue to encourage reading for purpose and for pleasure throughout the school years.

***School librarians are familiar with the latest and best in children's/young adult literature, and assist classroom teachers by preparing bibliographies related to theme, genre, author, time, and place which can be used to extend and reinforce classroom Core reading activities.

***School librarians READ TO KIDS OF ALL AGES, and provide models for extending this 'habit' into the homes of the students.

***School librarians involve parents in the reading process, and provide booklists and "how to's" which parents can use at home with younger children.

Goal 6: EVERY SCHOOL WILL BE SAFE AND DRUG-FREE

***School libraries provide the latest information on drugs, social diseases, and violence, and the choices young people can make in insure a safer, healthier life in the future.

***School librarians, through the use of excellent literature and discussion with students, contribute to the teaching of the values which are necessary to maintain a strong, successful society.

As you can see, school library media teachers have an important role to play as we move toward the 21st century. We are ready, willing, and able to play this role, and to play it well. We need your encouragement, your support -- both moral and financial -- and we need incentives for each state, each city, each school district in the country to assure that there will be credentialed library media teachers in each and every school with sufficient resources and materials which will allow them to do their job.

PAUL SIMON
ILLINOIS

COMMITTEES
LABOR AND HUMAN RESOURCES
JUDICIARY
FOREIGN RELATIONS
BUDGET
INDIAN AFFAIRS

United States Senate
WASHINGTON, DC 20510-1302

August 9, 1993

Mr. Peter R. Young, Executive Director
US Commission on Libraries and Information Science
1110 Vermont Avenue, N.W.
Washington, DC 20005

Dear Mr. Young:

As you know, I share your concern and commitment to educational technology and school libraries and media centers. I had hoped to address your conference on September 2, 1993, about my legislation S. 266, the Elementary and Secondary School Library Media Act; however, my schedule won't permit it.

One of the most valuable assets an elementary or secondary school student has are school libraries and media centers. According to a 1993 study by the Colorado Department of Education entitled, The Impact of School Library Media Centers on Academic Achievement, student's academic achievement success directly relates to the level of funding their school library and media center receives. The study also reported that when the librarian or library media specialist works with teachers to use and incorporate the resources in the library or media center, students test results further improve. However, as many of you know, school libraries and media centers do not receive adequate funding, and are all too often understaffed.

The lack of adequate funding also means outdated collections. In most school libraries, the average publication date of school library books is in the late 1960's. Collections are so outdated that more than half the books on space exploration were written before we sent a man to the moon. Moreover, in California -- which has the worst statistics -- during the last ten years half of all school libraries closed. A person in a California correctional institution has better access to library facilities than does the average California school student.

The situation facing school libraries and media centers is not news to many of you. It is news, however, to many parents, legislators, business people, and most who have not visited their local elementary and secondary school libraries in the last 10 or 15 years.

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The White House Conference on Library and Information Science (WHCLIS) provided recommendations that will work toward solving this problem. I am proud to have addressed WHCLIS in 1991, and to be the chief sponsor of S. 266, which is one of the primary recommendations of the WHCLIS Omnibus Children and Youth Literacy Initiatives.

In assuring that our children will have access to the library and library media resources they need, S. 266 will:

- establish within the Department of Education Office of Educational Research and Improvement a Division of Elementary and Secondary School Library Media Service, which will provide information and leadership to school library media programs and personnel across the country,
- provide direct targeted funding to the states for elementary and secondary school library media resources, and
- establish two competitive grant programs for teacher, librarian and media specialist partnerships and innovational curriculum development using technologies.

We must make sure our children are prepared for the future. The best and most advanced library resources and information sciences are a vital part of that goal. We must make sure that students in the United States have access to those resources. This is a goal I am dedicated to, and for which the WHCLIS Taskforce recognized my wife Jeanne and me with its 1993 Legislative Award.

I thank WHCLIS for the recognition and award, but the legislative work is far from over. I am continuing to work toward getting S. 266 included in the reauthorization of the Elementary and Secondary Education Act, which is to be reauthorized this Congress. As many of you recall, school libraries had direct funding under ESEA prior to the creation of the block grant program of the early 80's. However, I need your help. I don't think that most are opposed to school libraries, but I think that school libraries often get lost in the shuffle of other looming problems facing our elementary and secondary schools.

It is important that we educate legislators about the importance of school libraries and media centers, and the dire problems they are facing. I urge those attending the conference to contact their legislators about S. 266 and the House companion bill H.R. 1151, and encourage them to cosponsor the bills. When legislators are in their home states or districts this fall looking for opportunities on back-to-school issues, invite them to visit your local school library so that they can see first hand why this legislation is so necessary.

Thank you for the opportunity to speak to you and to the conference members on such an important issue. Together, we can move this legislation forward and better the educational opportunities for our nation’s children.

My best wishes.

Cordially,

Paul Simon
U.S. Senator

PS/kz

Joan G. Kerschner, President
Western Council of State Libraries
Nevada State Library and Archives
Capitol Complex
Carson City, NV 98710

Dear Madam President:

My hearty congratulations to the National Commission on Libraries and Information Science for addressing what is an ever-growing concern within the state of North Dakota: its children and youth. The situation in this state relative to library services for our youth is critical in both the public school and public library sectors. I sincerely appreciate your taking the necessary time from your schedule to attend this most important forum as President of the Western Council of State Libraries. I trust you will articulate and amplify the ever-growing needs and responsibilities that the Western Council of State Libraries and North Dakota sees as a major role and effort of the federal government. And that it continues as an important role of our state library agencies. Therefore, this presents an excellent opportunity for both federal and state governments to partner and thereby bring about remedies to these worsening conditions we see for our children and youth.

As an example, like a number of western states, North Dakota is remote and isolated. We have 635,000 residents (ranking 47th), with no population center reaching 100,000 or more. Of the state's fifty-three counties, only five show population increases. Our density of population (nine persons per square mile) compares to a national average of seventy per square mile. 298,310 people - nearly half of our state's population - live in communities of 2,500 people or less. We are spread out over roughly 70,000 square miles (17th largest). This geographic condition makes it difficult to get quality library services to our children and youth.

Fewer than six out of ten households are home to families headed by married couples as compared to seven out of ten just two decades earlier. Yet, the number of households grew by six percent during the decade of the 1980's. Single parent households account for much of this increase. Children of these single parent households need the community services of school and public library resources to give needed direction to their lives and prepare them for the world of work as contributing members to our society as they complete their K-12 studies. There is an increasing number of these latchkey children who are in need of added hours of care by responsible adult supervision. Libraries and librarians play an important role as another important type and kind of child care provider. Libraries are seen by the community as safe and productive places where children should be encouraged and directed in their growth.

North Dakota's minority population is 5.4% - up 1.2% over the 1980 total. Although national trends indicate a broadening and growing portion of the non-white population, North Dakota's percentage in comparison still remains modest, mostly confined to Native Americans. However, that segment of our population grew 29% during the decade. With a greater number of births compared to the state's average, this group has a greater poverty percentage level when compared to the general population. Therefore, the needs of children and youth within our poverty populations and minority populations are critical. This population segment has much higher percentages than the national average for teenage suicides, high school dropouts, substance abusers, teenage pregnancies, and reading levels to chronological ages - to name some of the more important and pressing problems. Providing these children specific library services that are adequate and providing enhanced library services to these minorities can play a vital part to the improvement and betterment in the lives and the futures for these youth.

The facts are that the state's population living in poverty increased from 12.6% to 14.4% - compared to the national average of 13.1%. There were 88,276 people living in poverty in 1989 compared to 79,324 in 1979. Children and youth make up many of these individuals caught in the grips of poverty.

North Dakota ranks 37th in personal income, and, therefore, it is not a rich state. Personal income actually declined 3.4% during the decade which was the greatest decline in the nation. The medium household income stands at $23,213 dollars. This is reflected in North Dakota ranking 49th in support of public libraries. This is further stressed with North Dakota's mandated cap limits on property tax rates. However, to the state's great credit and to show the critical nature to the cost of services in rural living, North Dakota tax effort index is ranked as eleventh nationally. It is very close to wealthy Wisconsin's and Minnesota's affluence - ranked 6th and 5th respectively. North Dakota is far ahead of its sister state Montana (18th) and neighboring South Dakota (32nd).

Of grave importance is that North Dakota has school funding equalization litigation currently on trial before the State Supreme Court based upon appeal from the defendant to this litigation. This has created a public education funding limbo while the court deals with equity. Will our State Supreme Court decide to redistribute the same amounts of state school dollar assistance - only in differing amounts to school districts, or will the Court require more state funds in order to ensure equality of educational services and opportunities to all its students statewide?

Children and youth have a great need for adequate and improved library services in school and public library settings. Access to information for rural children living in disperse and remote locations is vital. These libraries are needed by this important segment of the state's population for quality education, academic research purposes, recreational and self-help improvement. Development and mastery of reading skills are required for a literate workforce. Good libraries are also needed in this state, as well, for recreational reading purposes where climate can limit other activities during much of the winter months, and for better cultural understandings by our minorities. Many of the state's children are prevented access because they are disadvantaged in many ways: economical, educational, geographic, and cultural.

In short, library services to children and youth in the State of North Dakota are currently provided from inadequate library resources and out-of-date collections. There are limited hours of available services at most school and public libraries. These libraries, for the most part, are staffed by insufficiently trained librarians to properly determine and service the needs of our children and youth. Facing these kinds of problems and conditions means we need significant help. And there is an important federal role here.

Submitted:

William R. Strader
North Dakota State Librarian

September 2, 1993

WRS:szl

Kim Miller /NCLIS
1110 Vermont Avenue, NW/Suite 820
Washington, D.C. 20005

September 8,1993

Dear Ms. Miller:

Thank you for the opportunity to respond to the issues you raise regarding federal support for Children's Services in libraries. I have worked in public libraries since 1971. Except for a recent one year assignment as Sno-Isle Regional's Planning Officer, my career has focused on Children's Services.

Thanks to output measures, to Nation At Risk and efforts to set goals for education, I think Children's Services have been recognized as essential, used to raise the profile of libraries during fund-raising, etc. I do not think it is 'cool` anymore to openly oppose Children's Services.

That's the good news. The bad news is that the general public does not always see public libraries as partners with the schools in improving education. Other bad news, of course, is that programs like RIF have to refuse new requests in order to continue successful programs.

Because Washington State had one year of funding for a *Learn In Libraries* program, we surveyed our nineteen libraries regarding the needs of latchkey children. I have a strong belief that the library should focus on what it does best and link with the recreation, transportation and health departments to offer a child-responsive after school program. Children need to leave the school building, have a snack, run around, then settle in for a story or booktalk and homework.

As a member of the Snohomish County Children's Commission, I heard a seventeen-year-old testify at a public hearing, that we miss the boat when we refuse to fund recreational programs and focus only on housing and food assistance for children at risk. She explained that one of her classmates came from a highly dysfunctional poor family. He told her that if it weren't for his participation in wrestling, he wouldn't go through the hassle of going to school. In the wrestling he found friends, satisfaction, escape and a possible scholarship to college.

Thank you for your role in presenting our input to Congress. Please let me know if I can help in any other way.

Sincerely,

Sunny Strong

My Speech

Good afternoon ladies and gentlemen.

My name is Lomhohn Vue. My parents name is Mr. and Mrs. Vue. They came from Laos, and they are Hmong. I have five sisters and one brother. I am a fourth grader at North Avenue School in Sacramento.

I am here to speak to you on behalf of all children who need a Library to study. I have used Del Paso Heights Library since I was in pre–school, six years ago, because I don't have a place to study at home after school.

I use the Library to do my research paper, reading, and learning with the computer. I have found that the library is a great help for my education, but there are many things that are still missing for us children.

The children's library is in need of improvement; that means, we need more children resource books, more space, open more hours, and more help in the library. I feel upset, poor, and lost when I can not find a book that I needed to read for my school work; I can not get somebody to help me read; and the library has to be closed sometimes because no money to open it.

We children want to learn how to grow up, how to work, how to become a good American; and the library is our only hope to get resources from.

Ladies and gentlemen I am counting on your support to help keep our neighborhood library open. So please help our library as to help us children learn, grow, and become a beautiful American. Please tell our president for us. I will be waiting to hear from him.

Thank you very much.

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Appendix 1

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Priority Recommendations

Recommendations earmarked for priority action by an early vote of the Conference delegates.

■ Adopt Omnibus Children and Youth Literacy Initiative

That the President and the Congress adopt a four-pronged initiative to invigorate library and information services for student learning and literacy through legislation which would consist of:

School Library Services Title which would:
- Establish within the U.S. Department of Education an office responsible for providing leadership to school library media programs across the Nation.
- Create federal legislation to provide demonstration grants to schools for teachers and library media specialists to design resource-based instructional activities that provide opportunities for students to explore diverse ideas and multiple sources of information.
- Establish grants to provide information technology to school media centers, requiring categorical aid for school library media services and resources in any federal legislation which provides funds for educational purposes.
- Establish a federal incentive program for states to ensure adequate professional staffing in school library media centers. This would serve as a first step toward the goal for all schools to be fully staffed by professional school library media specialists and support personnel to provide, facilitate, and integrate instructional programs which impact student learning.

Public Library Children's Services Title, which would provide funding support for:
- Demonstration grants for services to children.
- Parent/family education projects for early childhood services involving early childhood support agencies.
- Working in partnership with day care centers and other early childhood providers to offer deposit collections and training in the use of library resources.

(Concurrently, funding for programs such as Head Start should be increased for early childhood education.)

Public Library Young Adult Services Title, which would provide funding support for:

- Demonstration grants for services to young adults.
- Youth-at-risk demonstration grants to provide outreach services, through partnership with community youth-serving agencies, for young adults on the verge of risk behavior, as well as those already in crisis.
- A national library-based "Kids Corps" program for young adults to offer significant salaried youth participation projects to build self-esteem, develop skills, and expand the responsiveness and level of library and information services to teenagers.

Partnership with Libraries for Youth Title, which would provide funding support to:

- Develop partnership programs between school and public libraries to provide comprehensive library services to children and young adults.
- Establish and fund agenda for research to document and evaluate how children and young adults develop abilities that make them information literate.
- Establish a nationwide resource-sharing network that includes school library media programs as equal partners with libraries and ensures that all youth have access to the Nation's library resources equal to that of other users.
- Encourage school and public library intergenerational demonstration programs which provide meaningful services (e.g., tutoring, leisure activities, and sharing of books, ideas, hobbies) for latchkey children and young adolescents in collaboration with networks and private organizations, such as conducted by the American Association of Retired Persons (AARP).
- Create family literacy demonstration programs that involve school and public libraries and other family-serving agencies.
- Provide discretionary grants to library schools and schools of education for the collaborative development of graduate programs to educate librarians to serve children and young adults.
- Provide opportunities for potential authors who reflect our cultural diversity to develop abilities to write stories and create other communications media about diverse cultures for youth.

Further, all legislation authorizing child care programs, drug prevention programs, and other youth-at-risk programs should include funds for appropriate books and library materials, to be selected in consultation with professional librarians. (SER02-1)